

INSPECTION REPORT

ST ALFEGE WITH ST PETER'S CE PRIMARY SCHOOL

Greenwich, London

LEA area: Greenwich

Unique reference number: 100174

Headteacher: Pauline Lyons

Reporting inspector: David Marshall
27681

Dates of inspection: 15 - 18 January 2001

Inspection number: 190008

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Creek Road Greenwich London
Postcode:	SE10 9RB
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Appropriate authority:	Governing body
Name of chair of governors:	Gill Davies
Date of previous inspection:	17 - 21 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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27681	David Marshall	Registered inspector	Science Information and communication technology Music Special educational needs	How high are standards? How well are the pupils taught? How well is the school led and managed?
19660	Deborah Pacquette	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
27219	Gwyneth Evans	Team inspector	Mathematics Art and design Design and technology Physical education Foundation Stage	Pupils' spiritual, moral, social and cultural development Support on how well pupils are taught.
3942	Keith Sanderson	Team inspector	Equal opportunities English History Geography	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?
18849	Terry Mortimer	Team inspector	English as an additional language	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Alfege with St Peter's is an average sized primary school with 177 pupils on roll. There are six children part-time in the nursery, which offers 25 places overall. The ward of St Alfege is very diverse, with very contrasting types of housing. The school has a high mobility rate, for example, in Year 5 this term the class size has increased by 18 per cent. The children enter as casual admissions and most have low levels of achievement. There are 52 per cent of children eligible for free school meals, well above the national average. There have been four fixed period exclusions this year. St Alfege has a high number of children with special educational needs – nearly 36 per cent of the school roll, which is well above the national average. Five of these pupils have Statements of Special Educational Need – again above the national average. Approximately 75 per cent of children come from ethnic minority backgrounds, which is well above the national average. Almost 52 per cent of pupils have English as an additional language, which is very high. Four of these pupils are at a very early stage of English acquisition, and 24 different languages are spoken in the school.

HOW GOOD THE SCHOOL IS

St Alfege with St Peter's is an effective school with a very positive community ethos. By the age of 11, pupils' attainments are above average in English and mathematics when compared to those in similar schools. The overall quality of teaching is good. The school offers a broad curriculum that caters well for pupils of all abilities. The pupils respond positively and their personal development and the quality of their learning are good. Attendance figures are improving. The leadership and management of the school by the headteacher and deputy headteacher are very good and the school provides sound value for money.

What the school does well

- Pupils of all abilities make good progress.
- The overall quality of teaching and learning is good, with 59 per cent of the lessons observed being good or better.
- The leadership and management of the headteacher, and deputy headteacher, are very good and give a very clear educational direction to the school.
- The provision for pupils with English as an additional language is good.
- Provision for the social development of the children is very good. Provision for their cultural and moral development is good.
- The involvement of the governors makes a very good contribution to the school's effectiveness.
- Pupils' personal development is good. They are polite, courteous and very enthusiastic. They co-operate very well, think of others, and develop very good relationships.
- The school is an integral part of the community, which makes a significant contribution to their learning.

What could be improved

- The overall level of resources so that adequate support is provided for all subjects.
- The provision for pupils in Year 1.
- The role of curriculum co-ordinators in managing and monitoring teaching and the delivery of provision in all subjects.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in June 1996, it was deemed to require special measures. There were many key issues for the governors and staff to address, which they have done effectively. They have made many significant improvements as a result. The school has introduced a new policy on assessment and recording for all pupils - a requirement of the last report. This has had the effect of improving teaching and learning - especially for pupils with special educational needs. The headteacher, who has joined the school since the last inspection, has refocused the school's aims and mission statement. The school development plan is now an effective and well-costed document that has given a good lead to the improvements that have been achieved. The necessity for the school to revise and implement new schemes of work has been largely completed. As a result, the requirements of the National Curriculum are now met in all subjects, which has raised standards across the curriculum in both key stages. The accommodation is much improved since the previous inspection. A new 'wing' has been added, with a teaching area, library and staff room and alterations to the nursery to create more space. The new community building, which is already well used, is a major asset. Although the role of the deputy headteacher has developed well, the use of other teachers as curriculum co-ordinators has not been sufficiently strengthened to enable them to take an effective lead in their subjects. The quality and quantity of resources in all subjects are still unsatisfactory.

STANDARDS

The table shows the standards achieved by 11 year olds, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E*	E	E	B
Mathematics	E*	D	C	A
Science	E*	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

In the most recent national tests and assessments for pupils aged seven, standards were well below average in all subjects when compared nationally, and well below average in reading and mathematics and average in writing when compared with results from similar schools. These results are largely due to the high number of pupils in all year groups with special educational needs or with English as an additional language. Pupils aged 11 achieved standards that were well below the national average in English and science and average in mathematics in these national tests in 2000. Compared to those in similar schools, standards at the end of Key Stage 2 were above average in English, well above average in mathematics and average overall in science. The trend over the last three years has been one of rapid improvement, and well above the national trend. The targets set for the 2001 are for more improvement. Pupils' work seen during the inspection reflects this picture. Standards seen are generally below average in English, mathematics and science but improving as pupils make good progress. This greater progress stems in part from the school's successful response to the National Literacy and Numeracy Strategies and also from the fact that assessment procedures are more systematic and used effectively and teachers match tasks more closely to all pupils' needs. Pupils' attainment in information and communication technology is in line with national expectations and they achieve satisfactory standards in all other subjects of the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They enjoy coming to school and are keen to participate in all activities.
Behaviour, in and out of classrooms	Good overall. Most pupils are courteous, polite and respectful. However, there are a small number of pupils who display challenging behaviour in the school.
Personal development and relationships	Good overall. Pupils make very good relationships with their teachers, other adults and each other.
Attendance	Although attendance is unsatisfactory overall, the school has good procedures in place and significant improvements have been made in the last two years.

Pupils' attitudes, responses, relationships and personal development are strengths of the school that have a considerable impact on the quality of their learning and on the progress they make.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching is good. During the inspection, 95 per cent of lessons were at least satisfactory and 59 per cent were good or better. Teaching was unsatisfactory in five per cent of lessons. This is a big improvement on the position noted at the time of the last inspection, when 27 per cent of the teaching was unsatisfactory. In this inspection, the teaching of children under five was consistently good. Teaching in Key Stage 1 was satisfactory overall despite the particular problems with one year group where there has been many changes of teachers this year. Teaching in Key Stage 2 was good overall, with a particular strength in Years 5 and 6, where almost all lessons were very good. The teaching of English is generally good. Teachers have made a positive response to the National Literacy Strategy, and the teaching of basic skills is effective. The skills of speaking, listening, reading and writing are emphasised well in all lessons and pupils make good progress as a result. The teaching of mathematics is satisfactory at Key Stage 1, but good overall. The teaching of numeracy skills is particularly good due to the effective implementation of the National Numeracy Strategy. Mental mathematics tasks are well matched to pupils' needs and make a lively start to all lessons. The management of pupils is a strength of teaching, and teachers use a good variety of methods to maintain pupils' interest and the pace of learning. The school's support staff make a very considerable contribution to the quality of teaching and learning. Teachers' use of day-to-day assessment in their planning is good. As a result they plan tasks at appropriate levels on the basis of what pupils know and understand, and this enhances their learning opportunities and the progress they make. Teaching meets the needs of all pupils. The teaching of pupils with special

educational needs and those with English as an additional language is effective and ensures that they achieve good standards in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, and the quality and range of learning opportunities are satisfactory and sometimes good. The school meets statutory requirements for the curriculum.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. They are well supported and their progress is tracked regularly. The targets on their individual education plans are appropriate and they make good progress.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language and for those from ethnic minorities are of good quality and a strength of the school. Pupils have access to the full curriculum and make good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Pupils' personal development is good. The provision for their spiritual, moral and cultural development is good. The provision for their social development is very good.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare and for monitoring and assessing pupils' academic progress are good overall. The school is now addressing the need for portfolios of examples of work to give further guidance to teachers.

The school works well in partnership with parents. The 'open door' policy and the many community initiatives are strengths of the school. The quality of information provided for parents about their children's progress is good. The curriculum provided is now good, with all subjects having a policy and long and medium-term planning. This is a caring school, which shows in the way pupils' welfare is catered for, and their work assessed so that their needs are met in the classroom. The range of additional activities provided by the school is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and gives a clear direction to the work of the school. The deputy headteacher works effectively with the headteacher to monitor provision. Other staff, as co-ordinators, have not been enabled to make a contribution to developing the curriculum and improving standards.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They visit regularly, offer very good support and understand the needs of the school well.
The school's evaluation	Good overall. The school has addressed well the priorities and

of its performance	areas for development since the last inspection. Standards have improved as a result of lesson observations by the senior management team.
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The strategic use of resources	Good overall. Financial planning is carefully linked to the need to raise standards. The grants for special educational needs, ethnic minority achievement and the standards fund are used very well. The school takes care to obtain best value in all its purchases.
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Although there are sufficient teachers to meet all the requirements of the National Curriculum, the problem of recruitment, which is beyond the control of the school, has led to unsatisfactory provision in the Year 1 class in this academic year. The accommodation in the school is now good, and appreciated by all concerned. Resources for learning are insufficient and do not enable teachers to provide adequately for all pupils in all lessons.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The good teaching that enables their children to make good progress. • The good links with the community. • The behaviour and personal development of the children. • The availability of teachers at all times. 	<ul style="list-style-type: none"> • Type and consistency of homework.

Inspection evidence supports the views of the parents who believe most children are well behaved and make good progress. Homework is not a weakness as it is generally well organised and makes a good contribution to the pupils' progress. Inspection evidence also supports their feelings about the strong community links that have been established and which make a significant contribution to the pupils' overall development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children are first admitted to the school in the nursery, initial assessments show that their overall attainment is well below average for their age and they begin school with underdeveloped basic skills in all areas of the Foundation Stage curriculum. Early assessment information in the reception class shows that children's attainment is below the national average, and also below the average for the borough. In both the nursery and reception classes they make good progress in their learning as a result of effective teaching. When they leave the reception class, most children are still below the levels expected for their age in language and literacy, mathematics and their knowledge and understanding of the world. The good teaching enables most children to attain standards in line with those expected in their creative, physical and personal development. Children with special educational needs are identified early and provided with effective support, and they make good progress.
2. In English the results of the most recent national tests for pupils at the end of Key Stage 1 show that the standard of attainment in reading was well below average when compared with that of all schools, and of similar schools. The standard of attainment in writing was well below average when compared with that in schools nationally, but was average when compared with that in similar schools. The percentage of pupils attaining the higher Level 3 was well below the national average for both reading and writing. When compared with the situation in similar schools, reading was well below average and writing was average. Standards at the end of Key Stage 1 in mathematics were also below the national average. The percentage attaining the higher Level 3 in mathematics was also well below the national average. The percentage of pupils achieving the expected levels in science was well below the national average, and the average for similar schools. The school has a higher proportion of pupils with special educational needs than most other schools and this accounts largely for the results that are below average. However, these latest results show an improvement since the previous year, with particularly good progress being made in writing.
3. The results of national tests in English for pupils at the end of Key Stage 2 show the overall standard of attainment to be well below average. The proportion attaining beyond the expected Level 4 was below average. However, when compared to that in similar schools, attainment in English was good. The results of the national standardised tests for 11 year olds in mathematics this year are above the national average. The number of pupils achieving the higher Level 5 is close to the national average. In comparison with those in similar schools, test results are well above average. This is an improvement on the results from the previous year, which were below the national average. Pupils' results in science are below the national average, but average when compared with those in schools in similar circumstances. Compared with pupils' overall levels when they are first admitted to school they make good progress to reach these levels of attainment at the end of Key Stage 2. The results since 1998, and since the last inspection report, when results at both key stages were well below the national average, show a consistently upward movement that is above the national trend. This is a clear indication that the school is extending and challenging all pupils irrespective of their low starting point. The statutory targets for pupils at the age of 11 for the Year 2001 show that the school is planning for a

significant increase in both English and mathematics. Inspection evidence shows that they are well on course to achieve these levels.

4. Inspection evidence shows that pupils make good progress in their learning in both key stages. The standards they are achieving in the core subjects of English, mathematics and science are steadily improving. Pupils are interested in their work and most work hard and try to please. Their ability to recall mathematical facts, for instance, has improved markedly since the introduction of mental mathematics sessions in every lesson. They acquire new skills, knowledge and understanding through a good range of interesting activities and varied opportunities for investigating aspects of mathematics and science. More able pupils make good progress through work that is carefully planned to challenge and extend their knowledge and understanding. Proof that this is occurring is demonstrated in the way that pupils in Year 5 and 6 are able to talk about and compare their results in investigations in such a mature way.
5. Pupils with special educational needs achieve well. The school's records show that, in relation to their prior attainment, these pupils learn well and their achievement is better than would normally be expected. Despite this good level of achievement, the very low starting point for some of these pupils means their overall level of attainment is still well below average by the time they leave the school.
6. Pupils who speak English as an additional language receive very effective support from the specialist teacher and from the class teachers. This ensures their full involvement in all activities and adds to the achievements that they make. By the end of Key Stage 2, most operate well in English and many attain good standards in their work.
7. Levels of attainment in information and communication technology are average at Key Stage 1 in most aspects, and above average in word processing at the end of Key Stage 2. Key Stage 1 pupils can use a mouse competently to load and draw using different art packages. This work is now being extended well in Key Stage 2. From the work on display and from conversations with pupils, overall standards are broadly in line with national expectations in art, physical education, history and geography. The standards in all subjects have improved since the time of the last inspection.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to the school are good. Most pupils are motivated and interested in learning. They enjoy school and are keen to participate in the activities of the school. Most pupils are courteous, friendly and helpful, and respond well to the high expectations of the staff.
9. Pupils' behaviour in the classroom and when moving around the school is generally good. However, during lessons there are a number of pupils who cannot sustain concentration for very long periods and find working independently difficult. Their needs are being well identified and the school has clear and positive strategies for managing their behaviour. Teachers work closely with support assistants to control and modify the behaviour of these pupils and to ensure that the disruption to the rest of the class is minimal. The school is working hard to ensure that the level of exclusions is kept to a minimum. Parents supported the view that the school works hard to promote good behaviour. Inspection evidence shows that the misgivings of a few parents over the pupils' behaviour overall is unfounded. No litter or graffiti is

present in the school. Most pupils respect and care for the school's property and environment.

10. Pupils' personal development is good. It is encouraged through personal and social education lessons, circle time, games, the school council, monitors, achievement assemblies and the school's behaviour policy. Pupils clearly enjoy working co-operatively in the friendly atmosphere the school presents. The relationships formed between classmates and between pupils and teachers are good. The same good rapport extends between pupils and the classroom support staff, some of whom are parent helpers. Most pupils work well collaboratively, support each other in their learning and show respect to staff, each other and to visitors. Nursery pupils have a carefully planned phased induction and the staff soon gain their trust, giving pupils confidence to join in the activities offered. Pupils with special educational needs are fully involved in class and in play activities outside.
11. Older children show a caring attitude and concern for younger ones during these lunchtime and playtime games. Pupils show consideration for the feelings and well being of others. Pupils' personal development has a beneficial impact on their attainment and progress. They are keen to take responsibility and show initiative when fulfilling a number of tasks around the school. They respond well to doing basic tasks in the classroom, at assemblies and in the playground.
12. Although most pupils enjoy coming to school, and are punctual, attendance continues to be unsatisfactory and below the national average because there are a significant number of unauthorised absences and late-comers. The school works closely with the Community Project Worker to improve attendance. Comprehensive strategies have been implemented to reduce unauthorised absences and lateness. The consequent improving attendance has begun to make a positive contribution to the quality of learning in the school.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching was good throughout the school, although satisfactory at Key Stage 1 due to the problems with one particular year group. The teaching observed during the inspection was judged to be good or better in 59 per cent of the 42 lessons seen. Most of the 16 per cent of very good lessons were at the top end of Key Stage 2. Five per cent of lessons were judged to be unsatisfactory. This is a major improvement since the last inspection, when 27 per cent of teaching observed was unsatisfactory. The overall good quality of teaching enables pupils to make good progress in their learning when they first enter the school, and by the time they leave in Year 6.
14. The last inspection report identified the need for the headteacher and governors to provide further in-service training to raise teachers' expectations and their level of expertise in the classroom. They have very successfully addressed these issues. The inconsistency identified in the last report, where expectations of work and behaviour were not uniformly understood or implemented, has now been removed.
15. Most teachers are aware of the very differing needs of pupils, and match work accordingly. In Years 5 and 6, pupils with higher attainment are well catered for with appropriate extension activities. This was evident in a Year 6 science lesson when the teacher emphasised not only the aspects of scientific understanding required, but also the necessity for working closely together on an investigation. When the more able pupils had completed the task, the teacher had a series of extension tasks that

took them to a higher level of understanding. This emphasis reflects the strong commitment by all teachers to improving the level of co-operation amongst pupils and the overall level of their personal development.

16. The good teaching in the nursery and in the reception class is based on thorough planning which identifies what individual pupils need to learn in order to achieve the Early Learning Goals. Groups of pupils of very differing prior attainments begin their work on the National Curriculum at the appropriate time due to the careful use of assessment. The range of activities is always good and pupils work hard and are appropriately challenged. The fact that within one session in the nursery different pupils were being offered the same story but in very different ways, one very informal and practical and another based on the more formal use of a Big Book, is testament to how carefully these sessions are planned. It was evident how much the pupils enjoyed these different experiences.
17. The overall quality of teaching enables pupils to make sound progress in Key Stage 1 lessons and good progress in Key Stage 2. All teachers are aware of the very differing needs of pupils. The use of classroom assistants and parents to support pupils is good. Most teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of literacy and mathematics sessions when the teachers moved from whole-class exposition to group work. The Year 5 teacher's use of timed tasks - and the resulting brisk pace to the lesson - was very effective.
18. The sound teaching at Key Stage 1 reflects the overall good subject knowledge across the curriculum. The provision for all subjects is adequate. The Year 2 teacher has implemented the literacy and numeracy initiatives well overall. Planning is good and identifies clearly how groups of pupils of differing prior attainments are to be taught. For example, in mathematics, the Key Stage 1 teachers plan a variety of practical work which pupils can undertake independently. Classroom organisation is good and the activities selected are appropriate to the identified aims in teachers' plans.
19. Despite this good picture across the key stage, evidence of pupils' work available in Year 1 indicates that, due to the many changes of teacher, 12 in the last term, progress has been unsatisfactory in several respects in this class and has led to unsatisfactory learning by many pupils. The headteacher and governors have made every effort to recruit a permanent teacher, but without success. This is a situation that should not persist and further concerted efforts to stabilise the provision must be made. It is essential that planning and record keeping for this year group is especially thorough so that any new teachers are instantly clear about what is required of them and their expectations of the pupils' work and behaviour must be consistently high.
20. Overall the teaching in Key Stage 2 is good, with strengths in the provision for English and mathematics. This good teaching is characterised by good subject knowledge and understanding, and very clear planning. The links between different subjects that the teachers make at this stage produce activities that are particularly valuable. A strong emphasis on investigative work leads to pupils acquiring independent learning skills and to good personal development. Pupils learn well overall. The very effective teaching in Years 5 and 6 is an example of where the considerable individual teaching strengths of these teachers has been used to the very best effect through their careful assessment and planning of the three core subjects. Pupils in these classes are interested in their work and work hard, responding well to the individual targets set by their teachers. Their ability to use language and recall mathematical facts has

improved a great deal, for example, as a result of the effective way that the national strategies have been introduced. Pupils acquire new skills, knowledge and understanding very effectively through the provision of a wide range of interesting activities and varied opportunities for investigating aspects of mathematics and science.

21. Throughout the school, class discussions are lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well, introducing new ideas with care and clarity. All teachers present themselves as good role models, and the most effective teaching ensures that other pupils are also used in this way.
22. Teachers have good relationships with their pupils throughout the school. They use praise well to modify behaviour and reward good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively, which results in increasingly good behaviour. The emphasis the teachers in Years 5 and 6 make on good behaviour and co-operation is having a very beneficial effect overall on their level of progress.
23. Assessments using informal strategies to gauge pupils' understanding are apparent in many lessons. Groups of pupils are well supported in their classes by the co-ordinator for special educational needs. She uses a range of strategies based on the lesson plans, which are then shared with the class teachers, and modified appropriately. These assessments are always used accurately and lessons are, therefore, appropriately challenging for all pupils. Marking is generally effective overall. The teachers of the younger pupils discuss their results, rather than just writing comments in their books, and this is particularly effective. Homework is used appropriately and well to support pupils' progress throughout the school.
24. There is a good level of awareness of the needs of the full range of pupils with special educational needs amongst all teaching and support staff, and in-service training has enhanced this. Teachers and assistants work closely together to plan support in the classroom. Assistants in some classes are given prompt sheets that effectively direct pupils' observations in their groups. A particular strength in provision is the work done by support assistants with pupils who have Statements of Special Educational Need. They provide discrete support that enables these pupils to play an active role in class and make notes on their pupils' achievements to feed back to teachers.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

25. The curriculum is broad and balanced, and the quality and range of learning opportunities are satisfactory and sometimes good. The school meets statutory requirements for the curriculum. Personal, social and health education (PSHE) are part of the planned curriculum. The governors' policy on sex education is that it should be appropriate to the age of the pupils and be included as part of the science programme. Older pupils experience 'drugs awareness' education as part of the 'Ideals' drugs education programme developed by the local area health authority. Circle time provides opportunities for pupils to join with their teachers in discussing matters of importance to them. It also encourages pupils to value the ideas of others and improves their confidence in discussing their feelings and ideas in a secure

environment. Ideas from these discussions have led to the formulation of class and school rules which are prominently displayed around school. Pupils have the chance to represent their classmates on the school council. The school intends to develop these varied activities into a coherent, whole-school PSHE policy and programme.

26. The policy for special educational needs conforms to the Code of Practice. Carefully planned activities and well-targeted support enable pupils with special educational needs to follow their programmes without being withdrawn from class. Staff who support pupils who speak English as an additional language offer strong guidance and work well supporting class teachers. Initiatives include Additional Literacy support for Years 3 and 4, Phonological Awareness programmes across the whole school, reading recovery programmes in Year 2 and a national Language Intervention Project in Year 1. This is good provision, and high levels of co-operation and joint planning strongly underpin the school's support in these areas.
27. Strategies for teaching literacy and numeracy are good. They are well established, and implemented with enthusiasm, and contribute to standards that are steadily improving. Following the previous inspection four years ago there were issues raised regarding the curriculum, including unsatisfactory planning; not all aspects of the Programmes of Study being covered; curriculum provision not preparing pupils adequately for the next stage of their education. The school has effectively addressed these issues. The new long-term 'curriculum map', recently drawn up, is very clear and effectively demonstrates how the school plans for the progressive development of skills and knowledge. Medium-term planning is well established. Short-term planning is generally of good quality and effectively highlights learning objectives for lessons that are shared with pupils. Schemes of work, which are a combination of the Qualifications and Curriculum Authority's guidelines and the school's own planning documents, are in place for each subject area and ensure appropriate coverage of the Programmes of Study. By the time pupils leave school many have made good progress, and they are soundly prepared for the next stage of their education.
28. Provision for extra-curricular opportunities is good. At present, pupils, mainly those in classes Year 3 to Year 6, can take part in multi-sports, sewing, choir, football, dance, drama and recorder groups. During last summer the Community Project worker ran a 'Sports Fortnight' for up to 30 pupils. These activities are organised and run by a combination of parents, staff, community workers and Creekside Sports Development office, and make a good contribution to pupils' social and physical development.
29. Provision for spiritual development is good. The school is a caring community and provides experiences that encourage pupils to appreciate the range of cultures. The strong Christian ethos is evident in both assemblies and the developing link with the local church. During the inspection there was evidence of staff and pupils joining together in prayer at the start of the day, and in assemblies pupils are given time for prayer and reflection.
30. Provision for pupils' moral development is good. Teachers and support staff provide good role models for the children and treat them fairly and equally. Staff on duty at lunchtimes supervise the pupils with care and respect, and the school's positive behaviour policy is used consistently. Class rules are prominently displayed and pupils know clearly the difference between right and wrong. In the Year 6 class, pupils are encouraged to talk about good things that have happened to them, with a strong emphasis on positive behaviour towards each other. All adults help pupils to

understand the difference between right and wrong and all are aware of acceptable and unacceptable behaviour. There are only limited opportunities for pupils to carry out daily tasks, but when they are involved in routines such as returning the register or collecting books they accept these responsibilities willingly.

31. Pupils' social development is very good. This is supported through the extra-curricular clubs that are offered to junior pupils, and during the inspection the breakfast club was well attended by pupils of all ages. Pupils take part in team sporting events linked to a local sports development agency, and community events are arranged, such as a Sports Fortnight held in the summer holiday. This was organised by the school's Community Project Worker, and pupils experienced a range of sporting activities. The school has an excellent awareness of the needs of the community and uses the Community Project worker effectively to encourage the involvement of parents and families. There is a school council that is involved in discussions relating to current issues for the school.
32. Cultural development is good. The school provides a range of opportunities for pupils to appreciate and respect other cultures through its links with other countries as part of the Comenius Project, and the displays of rules in different languages are evident throughout the school. The school encourages visitors and parents to talk about their culture, and regular events are held such as a multicultural evening when everyone enjoys and appreciates the range of food and costumes.
33. Links with the community are very good. During the inspection the Toddlers' Group showed how well the school is attempting to draw in mothers and carers who otherwise might feel isolated. There were often over 30 children taking advantage of the Breakfast Club. These activities, as well as the very strong links with the church, reinforce the school as a focal point for the community. There are effective links with other schools and with the local university at Greenwich. It is no coincidence that the school often attracts pupils who have been having difficulties at their previous schools through its good image in the community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Procedures for monitoring, assessing and supporting pupils' academic progress are good overall. There is a comprehensive programme of assessments, term by term, year by year, which is well known and used by staff. The school builds informative collections of each pupil's attainments and progress towards targets. It uses test results to track the progress of all pupils and thus has a reliable means of judging the effects of planning on how well pupils are achieving. An effective analysis of test results, both school and national, has led to the school establishing a second Additional Literacy Strategy group for pupils in Year 3. Also as a result of an analysis of assessment information, the school has modified its mathematics programme, with some positive results. Planning is monitored regularly and teachers clearly identify what they expect pupils to learn in lessons. As a result, they are able to gauge the effects of their teaching and the extent of pupils' learning. However, the school does not have collections of pupils' work that exemplify the levels of work that can be expected of pupils of certain ages and abilities. This limits the guidance available to teachers on the standard of work they should be expecting.
35. The school has good procedures for child protection and for ensuring pupils' welfare. It takes child protection issues seriously and, in addition to the named member of staff with overall responsibility, all staff are aware of their obligations and act thoughtfully. Pupils are well supervised and cared for by staff during the entire school day. The

school has a breakfast club, which is well attended and offers pupils a good start to the day. The provision for medical care and first aid is good. The school undertakes regular routine checks of the premises to identify any hazards. Most pupils respond well to the support and care given by staff.

36. Procedures for monitoring pupils' personal development are also good. This is not only provided in class lessons for personal and social education but also through involvement in activities such as the school council. The school has an equal-opportunity policy and good procedures for monitoring and eliminating oppressive behaviour. It works closely with its Community Project Worker, parents and external agencies to encourage and monitor good behaviour. Good behaviour and self-discipline are also encouraged through positive strategies such as the use of class rules, games, 'tag movement' and the distribution of 'golden tickets' by the lunchtime supervisors.
37. The school's procedures for monitoring and improving attendance are good. It has comprehensive procedures that are well implemented. The school uses a number of strategies to improve attendance; for example, the Community Project Worker has one-to-one counselling with persistent latecomers and regular contact with parents face to face, sends out standard letters to parents and maintains close links with the school's Education Social Worker.
38. Educational and personal support and guidance are good. They are consistently of a high standard and take account of what the pupils think. Parents support the view that the school cares effectively for their children. The school offers good pastoral care for pupils with emotional difficulties.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents' views of the school are positive. They are pleased with the school and the progress that their children are making. They feel welcome in the school and a part of the school's community and their children's learning. Parents are also very happy with the positive impact that the many community links have brought to the school. The school has very well developed community links that have supported it financially and generally. In addition, it has a Community Project Worker and a community building that is well resourced and used by parents. Parents are welcomed and are happy with the recently established 'parents and toddlers' group.
40. The school actively encourages parental involvement and parents are happy with the daily activities of the school and the 'open door' policy that is in operation. They participate as volunteer helpers when called upon. However, few parents help out in the classroom on a regular basis. The school has a Parents and Friends Association that organises successful social and fundraising events. Overall, parental links have a positive impact on the standards of pupils' education.
41. The quality of information provided for parents, particularly about their children's progress, is good. Parents receive regular reports and letters about their children's progress and are invited to curriculum evenings and other meetings.
42. Overall, parental contribution to their children's learning at school and home is satisfactory. This is done mainly through the few parents who help in the school, the home/school reading scheme, the workshops for parents, homework and the home/school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the school are very good overall, which is an improvement on the position noted in the previous inspection. The headteacher provides very positive and caring leadership. Her gentle, but very effective, day-to-day management ensures the smooth running of the school, and she has very good links with the community. Her motivation, in addition to strong professionalism, is a desire to provide opportunities for children who often come to school with low self-esteem and difficult behaviour. The headteacher has secured the confidence and loyalty of the governors and parents. Interviews with parents and with the chair and other governors and all teachers show how much they value her support, her high expectations and her commitment to raising standards of both behaviour and work.
44. Since the last inspection, the headteacher has made a number of important changes. These include drawing up the school's new development plan, and encouraging greater involvement from outside agencies and governors. The current school development plan is comprehensive and a useful working document. All appropriate action is now being taken by the governors and headteacher to implement the required changes. All subjects now have long and medium-term plans, and all aspects of the National Curriculum are covered. These requirements of the last inspection report have been completed well and are a testament to the effective work of the headteacher and governors.
45. The role of the deputy headteacher has developed well since the last inspection. During this inspection it was possible to see how her individual influence is being used in the school to enhance the learning opportunities of the children and to improve the overall quality of the education being provided. The headteacher and deputy headteacher make an effective and supportive partnership that everyone involved in the school appreciates. The implementation of the early years curriculum is being well organised by the co-ordinator. She has a good understanding of the needs of these young children and makes a good contribution to the progress that they make.
46. The co-ordinator for special educational needs, who also implements the programme enabled by the Ethnic Minority Achievement Grant (EMAG), is very effective. She knows the pupils' individual needs well and has a very good relationship with them all, despite the challenging nature of some of their behaviour. She has instigated a very good range of procedures, which ensure that the pupils make the best possible progress. The mathematics and information and communication technology co-ordinators are also leading their subjects well, supporting their colleagues effectively and making a positive contribution to the rising levels of attainment in their subjects.
47. The number of responsibilities that the headteacher currently has for other aspects of the curriculum is unsatisfactory. Some of the teachers are more than capable of taking an active role in subjects and responsibility in the monitoring of teaching. This would in turn further enhance attainment and progress. The curriculum leader for the core subject of English, who left the school recently, has left a legacy of good practice and organisation that is effective in the short term, but does not enable teachers to have day-to-day support in the way that they require at times. When work for the whole school has to be done the headteacher and deputy headteacher complete it in addition to all their other responsibilities. Some teachers are not sufficiently involved at the moment and should have more responsibility delegated to them and take a part in corporate decisions.

48. Since the last inspection, the chair and the other governors have been involved in writing the school's aims, values and policies and support them well. The role of the governing body has improved since then, with some governors having attended appropriate courses. Governors show great loyalty and commitment to the school. Interviews clearly show great confidence in the headteacher and staff. The headteacher meets regularly with the chair of governors to review the progress of a range of issues. The chair feels strongly that the school has made significant progress in its plans in the last two years and deals well with all pupils, particularly bearing in mind the difficult backgrounds from which many of them come. Inspection evidence very much supports this view.
49. Other governors' committees successfully monitor staffing and buildings issues and, are fully involved in the review of the school's finances and the formulating of the school development plan. The curriculum committee has improved in its monitoring of the curriculum and checking on the educational standards the school achieves. The governors have developed their involvement and overall management role significantly since the last inspection. Most visit on a frequent basis. After each visit a report is presented to the next governors' meeting. This is having the effect of focusing teachers on raising standards in the subjects observed. The implementation of the National Literacy and Numeracy Strategies has been effective with the support of a governor with responsibility for these subjects. The governing body also has a clear strategy for checking on the progress that is being made. For example, it works closely with the headteacher to set targets for her to achieve and monitors the progress that is being made on a regular basis. This is a strong aspect of their involvement with the school.
50. The governors attach a high priority to special educational needs. They monitor provision through regular visits. They are very well informed on special educational need issues and the school's arrangements. The annual report to parents gives details of support in the classroom, funding arrangements, information and communication technology support, disabled access and restrictions and measures to support learning for gifted pupils.
51. The school's corporate needs and those of individual members of staff are being addressed through the current performance management process, and this is much appreciated by all teaching and support staff. The introduction of new staff to the school, including newly qualified teachers, is good. The new staff booklet is being written to provide a clear guidance for new teachers to follow and to support them as they settle in. Newly qualified teachers are monitored regularly to ensure that they develop in a positive way. They receive regular guidance and targets are set to help them grow in confidence and skills. To this end, they are provided with appropriate opportunities to observe other colleagues in action and so learn from the good teaching practice of others. It is this care and advice that has enabled the school to cope with the extreme circumstances of 12 different teachers in one class in one term.
52. The school manages its finances effectively. The day-to-day functions of the office are carried out professionally by the headteacher and the administrative officer. They ensure that all matters relating to income and expenditure are dealt with efficiently. Specific grants are used effectively for their designated purposes and the headteacher and governors have been particularly successful in seeking out and obtaining additional funds from various sources to support the very good community links of the school. The school's use of best value principles in deciding upon purchases of resources is good.

53. Since the last inspection, when there were many key issues for the governors and staff to address, the school has made many significant improvements, in particular raising standards across the curriculum in both key stages. They have introduced a new policy on assessment and recording for all pupils, which has had the effect of improving teaching and learning – especially for pupils with special educational needs. The headteacher, who has joined the school since the last inspection, has refocused the school's aims and mission statement. The school development plan is now an effective and well-costed document that has given a good lead to the improvements that have been achieved. New schemes of work have been implemented, and as a result the requirements of the National Curriculum are now met in all subjects. Although the role of the deputy headteacher has developed well, the use of other teachers as curriculum co-ordinators has not been sufficiently strengthened to enable them to take an effective lead in their subjects. The quality and quantity of resources in all subjects are still unsatisfactory. Both the headteacher and the governing body have an extremely clear understanding and insight on what needs to be done to improve the school further.
54. The school's staffing complement contains staff with a range of experience and appropriate phase qualifications. All teaching staff are conscientious and work well as a team, continually striving to ensure that the curriculum is taught effectively. However, despite exhaustive efforts by the school, there is still no permanent teacher for the current Year 1 class, and this is a matter of great concern. The number of support staff is good, and, through their qualifications and experience, they make an important contribution to pupils' progress, especially those for whom English is an additional language and those with special educational needs. A programme to support professional development has been instituted and both teaching and support staff have opportunities to develop their professional expertise. Administrative staff and lunchtime support staff contribute well to the smooth running of the school. The site manager and cleaning staff work very hard to set and maintain high standards of cleanliness and the school is very well looked after.
55. The accommodation is much improved since the previous inspection. A new 'wing' has been added, including a teaching area, library, staff room and rooms for ancillary services. There is a new community building, which is already well used. Alterations to the nursery have created space that is more flexible, and allows for a greater range of activities. A range of new, and very effective, security measures has been introduced. An 'inside' courtyard area has been developed, creating an attractive 'haven'. The school has plans to develop an outdoor play area for reception pupils and also to provide a games court at the far end of the hard play area. However, the school has no access to any grassed areas for games and play, which limits opportunities for physical education activities. There is concern over the health of pupils due to the level of fumes, emitted by the vehicles on the very busy adjacent road, which the pupils are exposed to at playtimes.
56. Learning resources are unsatisfactory overall. Resources for literacy are good, but there are not enough dictionaries, or fiction and non-fiction books in classrooms. The quality and range of books in the new library are good. The school makes good use of its information and technology resources. Resources for physical education and music are satisfactory, but in all other subject areas resources are unsatisfactory. In the foundation years the quality and range of learning resources and equipment are insufficient and impede the extension of learning opportunities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to continue to raise the standards of pupils' attainment in English, mathematics and science across the school and extend the school's improvement still further, the governors, headteacher and staff should jointly:
- (a) Conduct an audit, and then provide an inventory of all resources in the school. Following this, the headteacher and governors should reassess the priorities in the school development plan and budget so that an adequate level of resource provision is available for all subjects;
(Paragraphs 55, 56, 67, 72, 73, 74)
 - (b) Ensure consistency in the teaching provision for pupils in Year 1 by re-examining all possibilities for the recruitment of a permanent teacher;
(Paragraphs 19, 54, 78)
 - (c) Further develop the potential of the deputy headteacher and other teachers in the management of subjects of the curriculum and the different stages of education by giving them responsibilities for school planning. Opportunities should be provided for them to monitor teaching and the delivery of provision in their subjects.
(Paragraphs 47, 109, 116, 121, 134)

ENGLISH AS AN ADDITIONAL LANGUAGE

58. St Alfege with St Peter's is a school with a large multiethnic population. English as an additional language and ethnic minority provision are of good quality and a strength of the school. The school views the provision of raising pupil achievement as central to its purpose and as such is in receipt of EMAG funding. Teaching of English as an additional language is seen as an integral part of the school's provision. Seventy five per cent of pupils come from minority ethnic backgrounds, 52 per cent of whom have English as an additional language. Last year the school admitted children from Kosovo, Ghana, the Dominican Republic, Colombia and Afghanistan.
59. The school employs one teacher part time (0.4) for teaching English as an additional language; she is also employed as special education needs co-ordinator for the rest of the week. Alongside this teacher two bilingual assistants are employed who work with pupils inside classrooms. This good level of provision ensures that pupils make good progress.
60. EMAG staff are co-ordinated by the headteacher, who ensures that the purpose of raising achievement amongst ethnic-minority pupils is always in the forefront of everyone's thinking. She sees the function of the school as not only raising the achievement of all pupils but also addressing the imbalance in achievement. It is recognised that some pupils have more need of support than others and the staff have identified levels of support based on the assessments made. These groups of pupils are regularly reviewed and make good progress as a result.
61. The EMAG teacher is involved in what the school terms 'partnership teaching'. This involves planning and preparation with classroom teachers in Years 5 and 6 in literacy and with other support staff where appropriate. Although the class teacher and the EMAG teacher have equal status in school, this is not always so in practice. When working in partnership the classroom teacher is always seen to lead the lesson with the EMAG teacher in support. Whilst this is a form of partnership it does not portray a positive role for the EMAG teacher in the eyes of the children. In such situations the EMAG teacher would appear to be no more than classroom support, which is not what the school would wish.
62. Where the bilingual assistants are used this is done in a very positive and supportive manner. They work alongside the pupils, interpreting for them and encouraging their participation in lessons. All pupils within the classroom see them as part of the class provision. Within the lessons seen the quality of teaching observed was good. The quality of support and the teaching that this support enables were also good.
63. All pupils who have English as an additional language are assessed on entry to the school. The headteacher regularly monitors the progress of pupils with English as an additional language. Monitoring is extensive throughout the school and all pupils have individual targets for performance and progression. Progression is tracked and actions are taken to support and develop individuals. The headteacher also monitors whole classes. She sees EMAG as an integrated priority and the responsibility of all staff members. The headteacher meets every parent who registers children at the school and ensures that they all have an ethnic-minority monitoring form. She explains that this is to help her ensure that the pupils receive their full entitlement within her school. The school carries out bilingual assessments if they are deemed necessary. No pupil is assumed to be in need of special educational needs support just because his or her first language is not English.

64. The school has in the past 12 months suffered a budget reduction of 25 per cent to its EMAG grant due to a change in the way the grants are being calculated. This has reduced the level of support by one bilingual assistant and 0.2 of an EMAG teacher. This along with the low level of resources within the school is a constraint upon the staff's ability to continue to raise the standard of achievement of ethnic minority pupils.
65. The results of national tests are broken down by ethnicity, gender, and pupils who have English as an additional language. The results are used to aid the school in developing its targets in English, mathematics and science. The school's curriculum draws upon the cultures in its community and there is a strong commitment and ethos from the headteacher, staff, parents and pupils to ensure that St Alfege with St Peter's is always promoting racial harmony and achievement and is an exciting place to be.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	43	36	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	156
Number of full-time pupils eligible for free school meals	0	92

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	92

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	3.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	10	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	14	15	14
Percentage of pupils at NC level 2 or above	School	70 (72)	75 (72)	70 (55)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	14	18	17
Percentage of pupils at NC level 2 or above	School	70 (72)	90 (83)	85 (72)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

* Data for boys and girls separately is omitted as the number in each category was not more than ten.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	12	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	12	16	16
Percentage of pupils at NC level 4 or above	School	60 (52)	80 (70)	80 (52)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	13	16	16
Percentage of pupils at NC level 4 or above	School	65 (52)	80 (73)	80 (52)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

* Data for boys and girls separately is omitted as the number in each category was not more than ten.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	20
Black – African heritage	34
Black – other	17
Indian	2
Pakistani	1
Bangladeshi	3
Chinese	5
White	34
Any other minority ethnic group	19

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	2	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	18
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	131.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	37.5

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	590,912
Total expenditure	584,172
Expenditure per pupil	3,270
Balance brought forward from previous year	49,092
Balance carried forward to next year	55,832

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	176
Number of questionnaires returned	12

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	42	50	8	0	0
Behaviour in the school is good.	42	25	25	0	8
My child gets the right amount of work to do at home.	25	8	33	33	0
The teaching is good.	33	42	8	8	8
I am kept well informed about how my child is getting on.	17	50	8	25	0
I would feel comfortable about approaching the school with questions or a problem.	58	25	8	8	0
The school expects my child to work hard and achieve his or her best.	33	50	0	8	8
The school works closely with parents.	33	50	17	0	0
The school is well led and managed.	50	50	0	0	0
The school is helping my child become mature and responsible.	25	75	0	0	0
The school provides an interesting range of activities outside lessons.	25	75	0	0	0

Only seven per cent of the questionnaires sent out before the inspection were returned. Therefore statistically the findings in the survey above are unreliable. For example, where 66 per cent of the parents in the survey are concerned about the amount of homework their children receive, this refers to less than five per cent of the parents who received the questionnaire, and only two per cent of parents overall. This is likely to be just one family.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. Overall the attainment of children on entry to the nursery is well below average. Children are admitted on a two-termly basis. This is a school decision and has been in operation for two years, ensuring equality of access for all children. At the time of the inspection there were 17 new children in the reception class, and new children are being admitted on a part-time basis into the nursery with the support of their parent or friend. Early assessment information in the reception class shows that children's attainment is well below the national average, and below the average for the borough.
67. All children, including those with special educational needs, follow a broad curriculum based on the Early Learning Goals. These relate to personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical and creative development. Children have good opportunities to improve standards in all areas of learning despite the overall lack of suitable resources. The judgement of the last inspection was that social development was good and good progress was achieved in language and literacy skills. These aspects have been successfully maintained. Staff have now introduced efficient systems that measure progress in all areas of learning. These are mainly through observations that are well written up and shared.
68. Good home-school links have been developed and parents are fully involved in the development of their children's learning through activities at home. The nursery and reception teachers consult regularly together about needs of individual children and the content of plans. Support staff in both classes have access to plans that helps them to be fully involved. In the reception class activities and roles are discussed at the beginning of the session, which is also effective in helping them work together as a team.
69. Children are given opportunities to work and play together both in groups and in pairs and this ensures good progress in the area of their personal, social and emotional development. They are learning to work together and co-operate with one another in a variety of activities. Pupils enjoy role play, taking turns in games and sharing resources. They recognise daily routines such as answering when the daily register is called and are beginning to show their developing independence when hanging up their coats and gathering together on the carpet to begin the day with a special song. They recognise their names when taking their milk at breaktimes, and book bags are put in a collection box in the corner. Children also work well independently when completing jigsaw puzzles and co-operate well with others when building a railway track. Children are actively involved in clearing-up procedures. Teaching and the provision for personal and social development are good, as members of staff are caring and patient, providing good role models for the children. They know and understand them well and use this knowledge and understanding to take the learning forward. As most children are making good progress through the steps of the Foundation Stage, they are on course to attain the expected levels in this area.
70. Children are making satisfactory progress in communication, language and literacy. The development of skills in speaking and listening is sound, and teachers use effective questioning to develop their vocabulary. Despite this, most will still be below the expected levels by the time they leave the reception class. Most children are beginning to learn to listen, especially during the story of Red Riding Hood as

improvised by the teacher. They show growing confidence in joining in discussions and expressing preferences, and are keen to act out the story using their own ideas. They are beginning to listen to instructions and can carry these out with increasing confidence. Children are interested in books and know that the pictures and print have a meaning, as in the story of Red Riding Hood following the sequence using a picture book. In the reception class the children are beginning to recognise initial sounds and some are using them to assist their reading skills. There are good opportunities for children to try out early writing skills. In the nursery, children are able to practise letter formation using sand, and, in the reception class, some children can recognise their names on labels around the room and can move their name on the positive behaviour chart. Staff use questioning effectively to develop language skills as in the lesson where they are making jelly, and children are encouraged to use language to explain their reactions to its smell and appearance. Staff are sensitive to less confident children and encourage them to take an active part in the discussion.

71. Overall progress in mathematical development is satisfactory. Teaching is planned effectively and children are able to count from zero to ten. Some children are able to order numbers to 20 and are aware that they are ordered from left to right. They are given practical tasks such as rolling a dice to load the same number of bricks into a dumper truck. Children are able to count the spots on a dice and match this number accurately. They can identify circles and guide each other to draw round a circular shape and cut it out. They are becoming aware of action songs and readily take part in singing. This sound progress for most children through the steps of the Foundation Stage means they are on course to attain the expected levels. However, because of their low starting point this is not expected to be by the time they leave the reception class.
72. Children are given good opportunities to develop their knowledge and understanding of the world in which they live. They explore and experiment, as in the nursery, where they are encouraged to try out different instruments to make a variety of sounds. They use their sense of touch to experience finger-painting using a mixture of paint and water paste and are encouraged to describe the texture and feeling. The computer is used to improve fine motor control using a variety of programs. The display in the nursery includes hyacinths, which were planted in November and these are accessible to the children to look at, smell and feel. There is evidence of observational skills in work looking at snails. The work was further developed by using marbles and paint for the children to make their own snail trails. Despite this good provision and at least sound progress, many pupils are still at a level below that expected by time they leave the reception class.
73. Satisfactory progress is made in the area of physical development. Children's fine motor skills are developed well and they are able to use pencils and pens with increasing dexterity. There is provision for outdoor play using large play equipment, but the quality of the equipment is poor and does nothing to improve the children's learning. There are planned opportunities for children to use apparatus in physical education sessions. Hall sessions are planned well and children become more aware of space and others as they run, jump and skip. They learn to listen carefully to instructions, responding well so that they learn to throw and catch bean bags with greater accuracy. Children develop sound skills in using paint brushes, pencils, crayons and scissors because teachers provide plenty of opportunities for them to practise and improve their skills. Most children are making good progress in this part of the planned steps of the Foundation Stage and are on course to attain the expected levels.

74. The teachers offer many opportunities for the children to express themselves creatively and most are making good progress through the steps of the Foundation Stage and are on course to attain the expected levels in their creative development. In one lesson children are encouraged to look at themselves in a mirror to help them produce self-portraits. They develop this by choosing paints to produce eye and skin colour. There are opportunities for role play using the dressing-up clothes, but the selection of clothes is very limited and of poor quality. Staff support children in their role play. The teacher developed the story of Red Riding Hood encouraging the children to improvise and add their own ideas. They use modelling materials to explore shape and form, however there is no evidence of objectives for this activity. In the reception class, staff use songs on frequent occasions to develop the children's learning, such as 'If you're happy and you know it'. These are introduced throughout the day to keep pupils working hard and to improve listening their skills.
75. The curriculum provided for the children in the Foundation Stage is good and the activities are well matched to their abilities to aid progress. The quality of teaching is consistently of a high standard. Teachers' knowledge and understanding of the growth and development of young children are very good. On entry to the nursery, children's attainments and needs are very carefully assessed. Teachers know their pupils very well and use the knowledge to guide and encourage them to take part in activities specifically designed to extend the experience they already have. Work is planned most carefully to cover all areas of learning in as many different ways as possible. At all times, teachers work very hard to emphasise correct vocabulary and pronunciation to help children to learn to speak clearly and to express themselves well. They assess every activity and keep ongoing records which they use daily to enable them to provide the best possible activities to meet the individual needs of children. All the adults involved in the work of the Foundation Stage unit work exceptionally hard to make the rooms bright, welcoming and stimulating. However, the resources in the unit are poor. Many are old and grubby. Others have been bought to fulfil an identified need but are now past their best and need replacing. All the equipment, books and resources are well used but are in poor condition and do not offer the necessary stimulation for these young children.

ENGLISH

76. The results of the most recent national tests for pupils at the end of Key Stage 1 show that the standard of attainment in reading is well below average when compared with that in all schools, and with similar schools. The standard of attainment in writing is well below the national average, but is average when compared with that in similar schools. The percentage of pupils attaining the more difficult higher Level 3 was well below average for both reading and writing when compared with that in all schools. When compared with the situation in similar schools, reading was well below average and writing was average. The results of national tests in English for pupils at the end of Key Stage 2 show the overall standard of attainment to be well below average. The proportion attaining beyond the expected Level 4 was below average. However, when compared to that in similar schools, attainment in English was good.
77. In Key Stage 1, in both reading and writing, results over the previous four years show an upward trend. At Key Stage 2, results in English show a significant improvement since 1998. Inspection findings indicate that overall standards of attainment at both key stages are below average. However, pupils' attainment on entry to school is well below average, and by the end of Key Stage 1 many have made good progress, particularly those who have special educational needs, and those for whom English is an additional language. By the end of Key Stage 2 progress is generally satisfactory,

- and, although standards are still below expectations, a significant minority of pupils are achieving the standards expected, and a few are going beyond. This includes pupils for whom English is an additional language, and for them progress is good.
78. In Key Stage 1 pupils' attainment in speaking and listening is below the national expectations. However, for many pupils these skills are developing well. Many are keen to respond to teachers and express their ideas and views as best they can. Pupils for whom English is an additional language make good progress throughout. Teachers question effectively and the pupils' responses show the efforts they are making to improve, especially at the upper end of Key Stage 1. However, a minority of pupils have a very short attention span and often, despite strenuous efforts by adults, listen to very little and give few constructive answers or comments. Not only do they miss opportunities themselves, but they often disrupt others and impede progress. This is most evident at the beginning of the key stage, where there is little ethos of listening attentively. A factor in this lack of attention is the many changes of teacher with which the pupils in Year 1 have had to come to terms.
79. In Key Stage 2, pupils' listening skills are generally satisfactory, and they are often good at the upper end of the key stage. Many pupils are speaking more confidently and clearly and older pupils especially respond well to teachers' questions in discussions. They are given opportunities both to work in groups, and to report back with their own ideas after planned discussions and investigations. Those pupils who are on the register for special educational needs and those for whom English is an additional language have good opportunities to take part in focused activities to improve speaking and listening skills.
80. Standards attained in reading at the age of seven are below national expectations. From a very low base some pupils make good progress, especially at the upper end of the key stage. However, few pupils are able to read a range of appropriate texts with accuracy and very few pupils are able to read texts appropriate to higher levels or are able to show an understanding of the main points of what they have read. Generally, pupils' ability to select and research from books is limited, and this restricts the development of their independent learning skills. Some higher-attaining pupils understand terms such as 'author' and 'index', can discuss what they have read and are willing to predict what may happen next.
81. At Key Stage 2, standards in reading are below average. By the age of 11, many pupils are able to read appropriate texts with fluency and accuracy. However, few have reached the expected level of looking for meaning beyond the literal and beginning to use inference and deduction. The best readers are able to discuss with clarity and understanding the text they read, but very few identify key features and themes from the authors they have read. Lower-attaining pupils are more hesitant in reading a new text and lack sound knowledge of strategies for reading new words. Nevertheless, pupils with special educational needs and those with English as an additional language are well supported and make good progress. Generally, standards are rising and are much closer to the expected levels, especially at the upper end of the key stage.
82. Pupils take books home to read with parents, but this is not consistent. The pupils who are supported well at home often make good progress. From the interviews with pupils held during the inspection, it would appear that few pupils belong to public libraries and for some there are few reading books at home. For many pupils the main source of books is school, and the school is aware of the need to provide a far greater range of fiction and non-fiction books, in classrooms, for independent reading.

83. Pupils' attainment in writing, by the end of Key Stage 1, is below average, but from a very low start many have made good progress, especially at the upper end of the key stage. Pupils are beginning to use capital letters and full stops with increased accuracy in their writing. A few pupils write stories and factual accounts with increasing clarity. Some are beginning to recognise that stories have plots, and develop a clearer understanding of story structures such as the use of appropriate beginnings and endings. However, few pupils are able to write sequences of sentences where spelling and punctuation are accurate, and hardly any demonstrate the higher-level skills of imaginative writing and the use of words chosen for variety and interest. Many pupils make sound progress in developing their handwriting style.
84. At Key Stage 2, attainment in writing is below average, but there is evidence that standards at upper Key Stage 2 are moving closer to those expected for pupils of this age. Pupils are given sufficient time to write, both to practise skills and to write for different purposes. In a Year 4 lesson, looking at the uses of adjectives, one pupil very effectively developed the sentence 'The clown rode a bicycle' into 'The tiny clown with the baggy trousers rode a large bicycle'. Older pupils practise persuasive writing, examine the use of 'exaggerated' writing to create humour and effectively identify the characteristics of the 'genre' of explanatory texts. They compare 'Black Beauty' to 'The Secret Garden' and attempt to explain 'What makes a classic novel classic?' One or two pupils' own verse composition on 'The Stream' contained some lovely descriptive words. However, overall there are few pupils able to write sustained pieces where ideas are developed in interesting ways and where words are chosen for effect and are used with imagination. Handwriting is generally cursive and shows developing style. Presentation skills are generally satisfactory, especially when the work is re-drafted.
85. Overall, progress within both key stages varies considerably and is directly linked to the quality of teaching. However, for the majority of pupils, by the age of 11 progress has been good, especially where pupils are offered close support and specialist teaching. A significant factor in raising attainment in some classes is the use of targets written in the pupils' books. These are chosen as short-term, easily understood ways of improvement for each pupil. They are closely monitored by the teachers and support assistants.
86. In most lessons pupils' attitudes to learning are at least satisfactory, and at the end of Key Stage 1 and the upper end of Key Stage 2 they are good. They are good in classes where targets are set and pupils are challenged. Many pupils are enthusiastic, showing interest in the texts being used, and they co-operate well. A minority of pupils, especially at the beginning of each key stage, demonstrate attitudes that are unsatisfactory, and their difficult behaviour and lack of concentration limits their progress.
87. The quality of teaching is at least satisfactory and in 59 per cent of lessons is good or better. This is an improvement since the previous inspection. Teachers, as part of their everyday practice, share what they want pupils to achieve in their lessons with the pupils. This gives a sharp focus to the teaching, and gains the attention of them all. Where the teaching is good the level of challenge is high and the materials being used hold the pupils' interest. In one very good lesson with the oldest pupils, the teacher successfully used the format of the TV quiz 'Who wants to be a Millionaire?' to develop the pupils' understanding of unstressed vowels. 'Final answer' and 'Ask the audience' figured prominently in a 'fun' session where pupils co-operated well and learning was very good. A particularly good feature of teaching is the use of semi-permanent displays to act as a prompt for learning and to illustrate work in hand.

Some teachers use the latter part of lessons effectively to check pupils' understanding and to make links with future learning. The quality of teaching for those pupils with special educational needs, and those for whom English is an additional language is consistently good. A particularly strong feature is the quality of relationships and positive atmosphere in these groups, and these factors contribute to the good progress achieved. In one or two lessons, some parts of the literacy session are too long, the pace drops and pupils become less attentive.

88. Overall, the implementation of the National Literacy Strategy is good and it is having a beneficial effect on teaching standards. Good levels of additional resources have been purchased such as Big Books and sets of shared readers, and resources for literacy are now good. The new library provides a pleasant, well-stocked environment. The school recognises the need to enhance the provision of fiction, non-fiction and dictionaries in classrooms.
89. The school is at present without an English co-ordinator. The previous co-ordinator did much good work in introducing the literacy hour, co-ordinating staff training, organising meetings for parents and considerably enhancing resources. The school is still gaining from this good legacy and views the need to appoint a new co-ordinator with appropriate urgency.

MATHEMATICS

90. The results of the national standardised tests for 11 year olds this year are in line with the national average. The number of pupils achieving the higher Level 5 is also close to the national average. In comparison with those in similar schools the test results are well above average. This is an improvement on the results from the previous year, which were below the national average. The results are also a big improvement since the last inspection report, when results at both key stages were below the national average. The results for seven year olds in 2000 are well below the national average, and compared with similar schools.
91. The findings of the inspection show that standards at the end of Key Stage 1 are below the national average, and for pupils in Key Stage 2 standards are satisfactory. Pupils are making good progress in their learning, including those pupils with special educational needs.
92. In Key Stage 1 pupils are beginning to count accurately and are starting to understand the significance of place value, recognising one and two-digit numbers. Pupils in Year 2 are able to count forwards and backwards in fives and tens and some pupils know 'double' and 'half' and are able to calculate multiples of five.
93. By the age of 11 attainment in mathematics is above the national average and pupils are making satisfactory progress. The implementation of the National Numeracy Strategy has been successfully achieved in both key stages and it is providing teachers with clear guidance on what they should expect from their pupils. This is having a positive effect on the pupils' learning. In Year 3, pupils are able to use mental strategies in addition and subtraction facts to 20, and can use appropriate language to explain their strategies. In a Year 4 class, pupils are using partitioning of numbers with increasing confidence when adding pairs of two-digit numbers. Pupils in Year 5 are given opportunities to explain their strategies and show understanding of tables and factors. At the end of the key stage, pupils show that brackets in calculations using four operations can affect the answer.

94. The quality of teaching is satisfactory in Key Stage 1. This is an improvement since the last inspection. Lessons are planned to a satisfactory standard using the National Numeracy Strategy framework and there is some support for staff from the co-ordinator following attendance at courses. At the time of the inspection there had been only limited monitoring of teaching, although further lesson observations by the senior management team are planned. In lessons, learning objectives are clearly shared with pupils, but they are not consistently used at the end of the lesson during plenary sessions to assess and demonstrate learning. The pace of lessons is generally satisfactory and mental mathematics sessions at the beginning of lessons are having a positive effect on pupil confidence in mental and oral skills. Most teachers are enthusiastic about mathematics and this encourages positive attitudes in pupils. Teachers provide opportunities for pupils to use appropriate language to explain their methods of working and this is improving their learning. There is evidence that teachers are using mistakes as positive teaching points and this is also helping to build pupils' confidence. Behaviour in most lessons is good and pupils listen with interest and take an active part in the lesson. Where there are weaknesses in the teaching of mathematics the work is not matched appropriately to the ability of the pupils and learning is reduced due to disruptive behaviour. Plenary sessions at the end of lessons are sometimes short and do not always involve the pupils in an active way.
95. Overall most pupils show enjoyment in mathematics and work with enthusiasm. This is because teachers know their pupils well and are sensitive to their feelings, especially those of pupils with low self-esteem. Staff offer appropriate support to enable pupils to succeed and they learn effectively and do their best. This was noticeable in a Year 6 class where the teacher used humour well to motivate her pupils. Relations between pupils and teachers are good and most lessons proceed at a satisfactory pace.
96. The co-ordinator provides some support for other members of staff. She has monitored some teaching and planning and a start has been made on collecting pupils' work and agreeing on the levels they have reached for future guidance. An audit of all resources has been completed to determine what teachers need. However, at the time of the inspection the resources were unsatisfactory in providing for the learning opportunities expected in the National Numeracy Strategy.

SCIENCE

97. Teacher assessments in 2000 show that standards at the end of Key Stage 1 were well below national expectations. There were no pupils who reached the higher Level 3, which is very low when compared with the national average. Evidence from work scrutiny and from lessons indicates that there has been a real improvement in pupils' progress that is not reflected in these test results.
98. At Key Stage 2, standards in the year 2000 tests for 11 year olds were well below the national average for all schools but average when compared with standards in similar schools. The year 2000 results show a significant improvement, as the number of pupils gaining Level 5 was considerably higher than in 1999. Comparisons over the last three years show a rising trend. Pupils with special educational needs get good support and are making good progress.
99. During the inspection, overall standards seen in work scrutiny of past work, pupils' books, discussions and lessons show that standards are continuing to improve. Pupils make good progress and, by the end of Key Stage 2, they all reach at least

satisfactory standards in all areas of the science curriculum. Their knowledge and understanding are improving. Pupils in Key Stage 1 can identify similarities and differences between different plants and types of roots. Through investigation into plant growth they are developing their scientific skills by predicting likely outcomes and gaining a good idea of a fair test. They group materials according to their rigidity or flexibility. Pupils can name a variety of sources of light and understand that a bulb needs a complete circuit to work.

100. Overall, by the end of Key Stage 2, pupils reach a good level of achievement in all areas of the science curriculum. The standard of their knowledge and understanding is often good. The level of their scientific skills is also improving. By the time they leave the school, pupils predict what may happen during investigations, understand the need for a fair test and record their findings accurately on tables and graphs, often making appropriate use of the computer. Investigations are not only teacher-directed now and, as a result, pupils, particularly the more able, have sufficient opportunity to make their own decisions and plan how they might carry out and record their own investigations. Most pupils know that light is a form of energy and travels in straight lines, faster than the speed of sound. They know that sound is a vibration and how musical instruments achieve different pitch. A few pupils understand and use scientific terms such as 'evaporation' and 'condensation' to describe changes and know that some changes can be reversed while others are permanent.
101. In Key Stage 1, pupils of all abilities make satisfactory progress in their scientific skills, knowledge and understanding in relation to their age and abilities. In Key Stage 2, good progress is made, and this is an improvement since the last inspection. Pupils in Key Stage 1 know that humans need water and food to stay alive, while pupils in Key Stage 2 have a good knowledge of the circulatory system. They know that the lungs provide oxygen in blood that the heart pumps around the body. They describe some scientific methods that are used to separate simple mixtures. The standard of presentation of pupils' work seen has improved since the last inspection.
102. In Key Stage 1 teaching is good overall as the science co-ordinator takes the Year 2 class. Good planning builds on pupils' previous knowledge, and lesson plans incorporate good learning objectives that are shared with pupils. This provides a clear starting point and helps pupils to be aware of how well they are learning. Good use is made of resources to add interest to the lesson and retain this interest.
103. Teaching in Key Stage 2 is never less than satisfactory and is sometimes good. The aspects that contribute to its strength are high expectations, good quality questioning, an emphasis on appropriate subject vocabulary, and good pace. In the best lessons, teachers are confident and ambitious and use their very good subject knowledge to challenge and extend pupils further. Good classroom management and discipline ensure that pupils listen and respond appropriately, while the good use of praise and support for pupils' ideas encourages pupils to feel confident in their efforts and extend their skills. Pupils have very good attitudes to science and work hard. Teaching takes into account all abilities, including those with special educational needs and pupils with above-average ability.
104. Teachers make regular informal assessments of the important aspects of lessons they want pupils to learn at the end of each topic area. These results are used to modify the medium-term planning where necessary. National test results are carefully analysed to ascertain weaknesses in provision, and planning is adjusted accordingly to ensure that pupils' knowledge is secure. At present there is no

assessment of pupils' investigative skills that could be used to guide future planning and ensure that they acquire skills progressively.

ART AND DESIGN and DESIGN AND TECHNOLOGY

105. During the inspection, one art lesson and one design and technology lesson were seen. From the work on display and from conversations with pupils, overall standards were judged to be broadly in line with national expectations in art and design, and design and technology.
106. Pupils are able to talk about the processes they have used in art, such as printing in a Year 2 class. In a Year 5 class they are able to talk about their experiences of different media and the relating difficulties. There is evidence that pupils in Year 5 have looked at the work of famous artists such as Van Gogh and Monet and have experimented with a range of techniques to produce paintings in a similar style. Older pupils in Key Stage 2 are developing their drawing skills working with figures, but during the inspection there was no evidence of resources such as manikins to help with problems of proportion and movement.
107. Insufficient lessons were observed to enable a judgement to be made on the quality of teaching overall. However, in the lessons observed, teaching is good. Teachers are using the Qualifications and Curriculum Authority scheme of work and have selected elements from the local authority scheme to supplement it. Pupils are given opportunities to explore different techniques such as the use of charcoal in observational drawings linked to a local history project and ceramic tiles based on modes of transport. They have been actively involved in designing and making the impressive fabric wall-hangings based on different periods of history, which are hanging in the community room.
108. At the time of the inspection, there is no co-ordinator for art and design and the headteacher is taking over the role temporarily. The scheme of work has been reviewed. At this stage, pupils are not being enabled to use sketchbooks consistently throughout the school. Portfolios containing examples of art to show examples of pupils' work and agreeing on the levels they have reached for future guidance have not yet been developed. The resources provided by the school are poor and do not enable the pupils to work with the variety of media needed to provide the experiences required by the National Curriculum.
109. Only one lesson was observed in design and technology and so it is not possible to make an overall judgement on teaching and learning. There is very little evidence of work recently completed on which to comment, although, when interviewed, pupils are able to describe projects recently undertaken such as making card Viking boats linked to history. Pupils could not remember planned design/technology activities at Key Stage 1. Therefore design and technology does not appear to have a firm place in the whole-school curriculum.
110. There is no co-ordinator for design and technology and the headteacher is taking over the role temporarily. The school is beginning to use the Qualification and Curriculum Authority scheme of work, and the current evidence indicates that the subject is in a very early stage of development.

GEOGRAPHY

111. Too few lessons were observed during the inspection and insufficient examples of work undertaken previously were available for a judgement to be made about overall standards. Discussions with staff and pupils and a scrutiny of planning indicate that provision for geography is satisfactory.
112. In Key Stage 1, pupils study their local environment. They draw simple maps showing 'How I get home' and use simple grid references to identify buildings in the locality. Older pupils identify and discuss the countries they are linked to through the 'Comenius Project', an European Union (EU) funded project linking schools from four countries, the UK, Finland, Sweden and Hungary.
113. In Key Stage 2, pupils compare life on the Caribbean island of St Lucia and the Nigerian region of Benin with their own. These topics both reflect the multicultural nature of the school, and, for many pupils, establish links with where members of their families live. Pupils study the effects of people on the environment and consider how to make the busy road outside school, safer. They investigate levels of noise pollution around school, develop their fieldwork skills and ask and respond to geographical questions. Older pupils have the opportunity to visit Swanage and compare and contrast that locality with their own city environment.
114. In the two lessons observed during the inspection, teaching was satisfactory and class teachers initiated some useful discussions, encouraging pupils to develop and express their own ideas based on factual evidence they had gathered.
115. Much productive work has been derived from the 'Comenius Project', the EU sponsored project linking schools in four European countries. This is a whole-school project in which classes are linked with pupils of the same age in Hungary, Finland and Sweden. Pupils correspond with each other, and undertake specific projects such as 'Books telling our town story' and 'Seasons in all the Countries'. As well as geographical studies, pupils learn songs and dances and make 'craft' items in the style of the local culture. Pen pals have been established and good opportunities are generated through photographic and video compilations. Visits to such places as the Dome and an environmental centre at Eltham help to stimulate pupils' interest in the environment, develop orienteering skills and give pupils insights into regeneration projects. This activity also makes a very good contribution to pupils' development of information and communication technology skills.
116. There is no specific co-ordination of the subject, and the headteacher endeavours to maintain an overview of it, along with four other subject areas that she oversees. The recently developed scheme provides good guidance for teachers. The school acknowledges the need to enhance resources, especially the range of atlases and maps.

HISTORY

117. There were only limited opportunities to observe history during the inspection, but evidence was taken from discussions, past work, planning and displays around school. Based on this evidence, standards are judged to be similar to those found in most schools. This is a similar position to that at the time of the previous inspection. A significant factor limiting attainment in this subject for some pupils, especially on entry to school and in early Key Stage 1, are the low levels of literacy due to the number of pupils with special educational needs or having English as an additional language. Progress for these pupils quickens as they move through school.

118. In Key Stage 1 pupils study the Great Fire of London. They make interesting comparisons between London then and the London they live in now. In considering 'How do we find out about the past?' pupils have the opportunity to study primary sources such as paintings done at the time, and 'eye witness' accounts. They study facsimiles of pages from the diaries of Samuel Pepys.
119. In Key Stage 2, pupils have a sound knowledge of periods of history they have studied, and are developing a sense of chronology. When studying the Vikings, pupils come to understand how 'archaeologists' uncover the past, and they learn the story of St Alfege, after whom the school is named. Pupils study the Tudor period and the varied impact those monarchs had on the country. Pupils come to a better understanding of the particular links between Henry VIII and Greenwich. Older pupils make effective comparisons between Greenwich in Viking times, in the Tudor period, and in the 1930s and 'modern' Greenwich. A culmination of this work was the production of a series of striking historical panels done by the pupils with the guidance of a local artist, each representing Greenwich at a different period of time, which are displayed in the Community Building.
120. In the history lessons observed during the inspection, pupils received every encouragement to observe historical evidence carefully, to ask questions and to share judgements with others. The Year 1 teacher had collected a range of old and new toys that made the historical contrast well. The variety of pictures of famous people, old and new, in a Year 2 lesson effectively enabled the pupils to draw their own conclusions. Educational visits to the National Maritime Museum help to motivate pupils.
121. The staff have worked hard to devise a history programme that both ensures coverage of the appropriate Programmes of Study and takes account of the local 'historical' environment. Because of staffing difficulties there is no subject co-ordinator, although the headteacher is keeping a 'watching brief', as she does for four other subjects. She acknowledges the need to improve the range of resources, including artefacts.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. The provision of information and communication technology is now planned to meet the statutory requirements of the National Curriculum. This is a considerable improvement since the time of the last inspection. A scrutiny of pupils' work used in displays showed evidence of information and communication technology being used effectively in different curriculum areas. The standards that the majority of pupils reach by the time they leave the school are broadly in line with what could be expected at their age.
123. By the end of Year 2, pupils are able to use the mouse with confidence to load and use various functions to draw with different art packages, and some can add text to their drawings. The more able pupils are able to write parts of simple stories on a basic word processor and use text to make labels for classroom displays. Many are able to use simple software to enhance their numeracy curriculum, and they can input text into a word processor and draw using different software packages. In Key Stage 2, working in pairs, many can store data gathered from other pupils and present that information in the form of a simple graph. Pupils are able use word processors effectively and add graphics to enhance the appearance of their work.

124. Progress throughout the school is satisfactory. Pupils in Year 1 build successfully on their previous experiences. They word process their responses to stories in their own words and use art programs to draw pictures with some fine detail. In classes in Key Stage 2 pupils are now using the computers as an integral part of their week's work in many subject areas. This has a beneficial effect on the progress they make. The progress of pupils with special educational needs is good as they often use the computers to gain new ideas and insights into work they have to repeat.
125. The co-ordinator is making a real impact as she has organised the necessary staff training well. She has introduced a 'Task-a-Week' plan for all classes that ensures that all possible use is made of information and communication technology to enhance pupils' understanding and insights. All teachers now have sound subject knowledge and the understanding to make their use of information and communication technology meaningful. The school has guidelines to support staff who are not so skilled in the use of computers in the classroom.
126. Pupils' attitudes and behaviour in the examples seen of information and communication technology in use were good. The way in which pairs from all classes worked together during lessons was impressive. There are now sufficient, good quality computers in the school, with adequate software, and each with a printer, to meet the needs of the National Curriculum.

MUSIC

127. The majority of pupils' standards of achievement throughout the school are in line with nationally expected levels. During the lessons observed, pupils knew a good range of songs and performed these with actions. The majority sang with confidence and enjoyment and many of them have strong voices. Most pupils in Year 6 have a well-developed awareness of keeping a steady beat when singing or when using instruments. They work together very well, refining their performance. They were particularly adept at singing different songs in a round and keeping to their own tune.
128. There are only a few pupils learning instruments, but the groups in the lessons taken by the part-time teacher were particularly effective. The pupils' joy was good to see. They all joined in and enjoyed the whole experience. They were very well behaved throughout, listened carefully and carried out instructions well. Many pupils in the assemblies and Key Stage 2 singing session showed a good level of singing ability.
129. Pupils' attitudes to music are generally good. They behave very well when taking part in practical activities and handle instruments carefully. This was particularly true in one lesson observed in a Year 2 class when pupils were focused on singing different songs through playing, listening and moving to the music being played.
130. The teaching of the part-time teacher was very good. Too little of other teachers was seen to form a secure judgement of teaching overall. The part-time teacher's lessons moved along at a very good pace to take full advantage of the time available and to ensure that there was good momentum to pupils' learning. She has a very good knowledge of the subject and her enthusiasm is infectious. She managed the pupils effectively and monitored them carefully when they were all working on practical tasks.
131. The range of musical resources is good. There are many tuned and untuned percussion instruments and drums. There is sufficient time allowed on the timetable for the subject to provide further opportunities and continuity for the pupils.

PHYSICAL EDUCATION

132. It is not possible to make an overall judgement of pupils' attainment in physical education, as no lessons were observed during the inspection. However, the evidence of work from the visiting Laban teacher and the Creekside Youth Action Scheme initiative indicates that the pupils do well throughout the school and make good progress in most aspects. This confirms the position recorded at the time of the last inspection.
133. A scrutiny of planning documents shows that all aspects of physical education are included. The physical education curriculum is also well supported through the involvement of a local sports development team, and the local authority has provided training for staff. Local authority sports development staff are also involved in providing opportunities for the pupils in dance, gymnastics and games. There is evidence to show that Year 5 swim on a weekly basis at a local pool and many can swim 25 metres by the time they leave school.
134. At the time of the inspection there is no co-ordinator for the subject and the headteacher is taking on the role temporarily. The school uses the Qualification and Curriculum Authority guidelines for physical education, and the range of extra-curricular activities linked to sport are a strong aspect of the school's provision.

135. The range of equipment and apparatus which is stored centrally is in a satisfactory condition. There is a large hall provided for physical education. At the time of the inspection there was no evidence of the playground, which has a very uneven surface, being used for ball games.