

Alderwood Primary School

Inspection report

Unique Reference Number	100112
Local Authority	Greenwich
Inspection number	276252
Inspection dates	4–5 July 2006
Reporting inspector	Wendy Simmons

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Terry Malone Mr John James
Date of previous school inspection	Not previously inspected
School address	Rainham Close Eltham London SE9 2JH
Telephone number	020 8850 6841
Fax number	020 8850 6011

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This popular school educates mainly White British pupils. A few pupils come from Black African or mixed-heritage backgrounds. The school is situated in an area of Eltham where there is more deprivation than usual. The school is currently involved in a major rebuilding project. A 'Children's Centre' and a specialist classroom for pupils with autistic spectrum disorders are due to open shortly. A high proportion of pupils have learning difficulties. The school has successfully gained the 'Travel Plan' award, which promotes safe and healthy ways for pupils and staff to travel to school.

Key for inspection grades

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

Overall effectiveness of the school

Grade:

What the school should do to improve further

- Improve assessment procedures in the Foundation Stage so that children's progress can be checked carefully.
- Make fuller use of assessment information to ensure that challenging activities are always provided for the most able learners.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching is good so that pupils learn well and make good progress. Lessons are well organised and prepared. Teachers have good subject knowledge. Good relationships ensure that classes are very well managed. As a result, pupils are fully attentive and eager to do their best. Pupils comment that much of the learning is fun. The increased number of teaching assistants provide good support for lower attaining pupils and those with learning difficulties, enabling them to make particularly good progress.

Teaching in the Foundation Stage has been improved by creating better links between the Nursery and Reception classes and by increasing learning opportunities. Planning has improved so that teachers have high expectations of what the children can achieve. Consequently, children are making good progress.

Teachers use assessment information satisfactorily to help them plan pupils' learning. However, not all teachers make the best use of the available information to plan challenging activities for the most able pupils. This is evident in the writing activities set for pupils in Years 1 and 2.

Curriculum and other activities

Grade:

The school provides a good curriculum, which meets the needs of most pupils well. The curriculum is especially effective in encouraging pupils with learning difficulties to enjoy learning and succeed. The most able, gifted and talented pupils, especially in Years 5 and 6 benefit from interesting activities, which extend their learning. For example, close links with Greenwich University and a local secondary school create additional opportunities for pupils to develop their skills in sports, music, dance and information and communication technology.

A good range of clubs, visits and residential trips enrich all pupils' learning and help them to achieve well. Homework and 'Booster' classes are popular and help pupils to reach high standards. The curriculum is very well planned to help children to learn social skills and adopt healthy and safe lifestyles. For example the 'Walk on Wednesday' and 'Healthy School Week'.

Since the last inspection the school has made significant progress in improving music. The school is at an early stage of making creative links between subjects. For example pupils are beginning to do such things as writing letters from Florence Nightingale, which links both history and English.

Care, guidance and support

Grade:

Care, guidance and support are good. One parent echoed the views of many when saying, 'Alderwood is a very caring school.' Staff know pupils well and provide good role models for them. Pupils' confidence and self-esteem are nurtured throughout the school, reinforced by a strong use of praise and the celebration of their personal and academic achievements. Pupils feel safe in school and are confident that any unpleasant incidents are quickly and fairly sorted out.

Breakfast and after-school clubs, and the soon to be opened 'Children's Centre' together with a specialist class for pupils with autistic spectrum disorder, further demonstrate the school's strong commitment to pupils' care. Rigorous child protection and risk assessments ensure high quality care and safety for pupils.

The school works closely with parents and outside agencies to support pupils' learning, social and behavioural needs. For example, the 'Social Communication Groups' help pupils to talk through their concerns and overcome their worries.

Pupils know their targets for improvement and value the discussion with staff about how to improve their work, although the marking in their books does not link well enough to these targets to help them to improve even more rapidly. The tracking of children's progress in the Foundation Stage is not yet clear enough and as a result it is not easy to evaluate their progress.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

You may remember that two inspectors came to your school recently to find out how well you were doing. Thank you for being so friendly and telling us about your school. We are writing to let you know what we found out.

We think that you are lucky to be at a good school where you are well cared for and make good progress. We know that you like your school and enjoy learning. Well done for behaving well and please keep this up! We think that your teachers provide good lessons, so that you learn well. You work hard and this helps you to make good progress. We especially like how the school helps you to work with others and grow in confidence. Most importantly, your headteacher and all of the staff and governors are working especially hard to make the school even better for you. These are the things that I have asked your teachers to do, so that you can make even more progress.

* Give those of you who find learning easy challenging activities so that you can do even better.* Keep an eye on and check how well the youngest children are doing.* Support all of you in coming to school every day and for all of you to try and do this too.Enjoy your last few days of the summer term. Keep reading and keep up your good work on being healthy.

Yours sincerely

Wendy Simmons

Lead Inspector