

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

Inspection report

Unique Reference Number	100174
Local Authority	Greenwich
Inspection number	276266
Inspection dates	26–27 June 2006
Reporting inspector	Lyn Riley

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Dan Cocker Mr Lee McAuliffe
Date of previous school inspection	Not previously inspected
School address	3 - 11 Creek Road London SE10 9RB
Telephone number	020 8858 3613
Fax number	020 8858 6516

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St. Alfege with St. Peter is a smaller than average Church of England primary school serving an area of high social and economic deprivation in South East London. The school serves a very ethnically diverse community. The largest groups of pupils in the school are from Black African, Black Caribbean and White British backgrounds. A high number of pupils speak English as an additional language. The proportion of pupils entitled to free school meals is above average as is the number of pupils with learning difficulties and disabilities.

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

- Develop assessment, target setting and marking to ensure pupils know how to improve their work
- Strengthen school development planning by identifying clear outcomes and benefits for pupils
- Ensure there is good curriculum coverage and continuity from year-to-year in all subjects

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good overall. In the Foundation Stage, positive relationships, high expectations, clear communication, good teamwork and good use of time and resources lead to children making good progress.

Throughout the school, pupils work well together and listen attentively. Teachers encourage pupils to learn through talking with partners and testing each other. Teachers' lively questioning checks that pupils understand and are involved in the lesson. Classrooms are stimulating and good displays provide an attractive and interesting learning environment. Teachers assess pupils' work each term to identify those who are making less than expected progress and in some classes pupils are beginning to assess their own work.

Teachers know their pupils well and pupils benefit from the attention they receive, especially where the size of the class is small. There is good support for pupils with learning difficulties and disabilities, including those with emotional and behavioural difficulties, and they make good progress. The headteacher works with others, including the deputy headteacher, subject leaders and the local authority adviser, to monitor the quality of teaching and learning and provide thorough feedback that enables teachers to improve.

In some lessons, work does not always stretch more able pupils; for example, when work is presented to the whole class it does not always offer sufficient challenge for all pupils. Although there are good examples of marking, this is not consistent, so pupils do not always know how to improve their work. Whilst pupils are encouraged to assess their own work, this is of limited value at present, as pupils have not been taught how to focus on the most significant aspects that would move their work on to the next level.

Curriculum and other activities

Grade:

The school provides a satisfactory curriculum and has successfully concentrated on improving pupils' writing by providing additional opportunities to write. However the emphasis on improving the curriculum in English, mathematics and science has resulted in some other subjects being underdeveloped. For instance, work in design and technology and art, whilst being appropriately challenging in some year groups, does not systematically build pupils' skills from year-to-year.

The curriculum for pupils with learning difficulties and disabilities is good. Some have interesting individual programmes of work supplied by outside agencies. A start has been made on improving provision for gifted and talented pupils, but this is still at an early stage of development.

A very good range of educational visits and visitors to the school positively enrich and enliven the curriculum for pupils. Pupils learn how to live healthily, keep safe and deal with their emotions through a newly introduced personal, social and health education programme. The school provides a good range of well-attended clubs.

Care, guidance and support

Grade:

Pupils are very well cared for and this makes a strong contribution to their positive attitudes and good behaviour. Teachers ensure that children are warmly welcomed and settle well in the Foundation Stage. Vulnerable pupils are quickly identified and receive good support from the community project worker and the inclusion manager.

Arrangements for ensuring that all pupils are safe and protected are secure. All adults have undergone appropriate police checks. Regular health and safety checks and risk assessments are carried out very effectively by the headteacher and the premises manager. The school is well kept and provides a clean and safe learning environment.

Pupils receive satisfactory academic guidance. Learning targets for English and mathematics are not used consistently to show pupils how to improve their work. Reports to parents have been improved and now include improvement targets and opportunities for parent and pupil comments.

Systems for assessing and tracking pupil progress are improving. New procedures have been introduced this year but are not yet securely embedded in day-to-day practice across the school so higher achieving pupils are sometimes given work that is too easy.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection****Pupils**

Thank you for welcoming us to your school and for taking the time to speak to us in lessons and around the school. We would particularly like to thank the school council and the pupils from Years 5 and 6 who met with us - you were very helpful.

We found out that St. Alfege with St. Peter is a good school. The headteacher and deputy headteacher run the school very well. Your teachers know you well and their good teaching helps you to make good progress. You are well cared for and you told us that you feel safe at school. You also told us that you enjoy the special projects. We particularly liked your photographs from the Lord Mayor's Pass-the-Parcel challenge and we enjoyed hearing about the bid for the trip to Chessington World of Adventures. You told us these projects help to build your confidence and this will prepare you very well for your future lives. We were very pleased to see that most of you now come to school every day so attendance is above the national average - congratulations!

We have asked your headteacher, deputy headteacher and governing body to do the following things to make sure the school keeps getting better and better: * Make sure that you always know how to improve your work* When a new idea is tried, check whether it is helping you to make progress* Make sure you develop your skills in all subjects, including art and DT, each yearWe enjoyed our time in your school and we wish you all the very best for the future.

Yours sincerely,

Lyn Riley

Lead Inspector