

Stewart Fleming Primary School

Inspection report

Unique Reference Number	101594
Local Authority	Bromley
Inspection number	355032
Inspection dates	15–16 June 2011
Reporting inspector	Sue Rogers

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair	Nick Beal
Headteacher	Lee Mason-Ellis
Date of previous school inspection	17 March 2009
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Introduction

This inspection was carried out by three additional inspectors who made 18 part-lesson observations, seeing a total of 12 teachers. In addition, inspectors visited classes to examine planning, talk to pupils and look at their work. Meetings were held with groups of pupils, representatives of the governing body and school leaders. Inspectors also looked at school documentation, such as safeguarding records, monitoring files and the school development plan. They met some parents and carers at the school gate and analysed 204 questionnaires received from them, together with those received from pupils and from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is the school being successful in continuing to accelerate pupils' progress for all groups of pupils, especially in mathematics?
- Is assessment now effectively and systematically used across the school?
- Is the school's view of the quality of behaviour and pupils' safety consistent with that of the inspection team?
- Are senior leaders continuing to identify specific and relevant areas for improvement and how effectively are subject leaders engaged in this process?

Information about the school

Stewart Fleming is a large primary school with 11 classes, including two Reception classes, which provide for children in the Early Years Foundation Stage. The proportion of pupils from minority ethnic groups continues to rise gradually. About half of pupils are now represented by several ethnic groups, mainly Black British with Caribbean or African heritage. There are also an increasing proportion of pupils at the early stages of learning English, although this proportion is still lower than the national average. Approximately one fifth of pupils have special educational needs and/or disabilities, which is broadly in line with national averages. Most pupils in this category have difficulties with speech and language development and some pupils also require support for emotional problems. The school provides a breakfast club and an after-school club. There is a privately run pre-school on the same site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Stewart Fleming is a good school. Parents and carers are rightly very confident in school leaders, typically making comments such as, 'I am very pleased with improvements made in the school. The staff are very committed to improving and maintaining the standards they have achieved over the past two years.' The school continues to improve because of the positive relationships between all concerned with the school.

Each pupil's progress is carefully tracked and appropriate interventions are organised where necessary. Equally challenging targets are in place for all pupils. As a result, all groups of pupils make good progress and most pupils attain the expected results in their English and mathematics tests at the end of Year 6. Progress in English is slightly more rapid than progress in mathematics, but this is because the school has recently devoted considerable effort to improving pupils' writing.

Pupils' progress is good because teaching is effective in most lessons. Leaders have ensured that teaching is engaging and continues to improve. Although there are pockets of excellence, exceptional practice is not seen consistently and the pace of lessons is occasionally too slow when pupils are working independently. Teachers have improved their marking and clarity of explanations, but some pupils are not always clear about exactly what it is that they need to do to improve. The curriculum is good, but it is rightly under review in order to support higher levels of achievement. For example, there are currently some missed opportunities to teach basic skills, especially information and communication technology (ICT) in other subjects. The school has extended its opportunities for pupils to experience and understand cultural diversity, but these links are not developed sufficiently to have a strong impact on pupils' understanding. All other aspects of pupils' spiritual, moral, social and cultural development are good.

Pupils generally behave well, play harmoniously together and are considerate of each other. Occasionally, they are a little noisy or concentration slows when they are less clear about what they should be doing. The care of pupils is outstanding. The school goes out of its way to make sure that all pupils who require extra help get it and support is well deployed. Arrangements for pupils' safeguarding are exemplary, with back-up systems in place across all possible areas of concern. Consequently, pupils feel exceptionally safe and parents and carers are very positive about safety in the school.

Excellent staff teamwork and effective leadership have consolidated the strengths of the school and ensured that there is continuing improvement. Leaders are very clear about the school's strengths and areas for future development. So, too, is the governing body, which continues to be outstanding in its ability to challenge and support school leaders. The school, therefore, has good capacity for sustained improvement.

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What does the school need to do to improve further?

- Improve teaching so that it is all good with more that is exceptional and attainment is raised still further by :
 - ensuring that pace is consistently good throughout all lessons
 - ensuring that pupils are always clear about specifically what they have to do to improve.
- Improve curriculum planning to:
 - create closer links between subjects that increase opportunities for pupils to learn basic skills and ICT in other subjects
 - provide more opportunities for pupils to develop a greater understanding of cultural diversity.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and struggled, when asked, to suggest anything that they wanted to improve, with one saying, for example, 'All lessons are interesting. The teachers go out of their way to make everything fun.' This enjoyment and excellent relationships are reflected in pupils' good concentration and industrious attitudes in the classroom. They are working increasingly well independently although they are slightly slower when unsure what to do. Attainment is improving gradually as better teaching accelerates pupils' progress. The proportion of pupils who attain the higher Level 5 is also increasing, although the school has had more success in mathematics than in English. This is because pupils enter the school in Reception with starting points that are lower in English than they are in mathematics. Starting points for all areas of the curriculum are typically below expectations.

Pupils at the early stages of learning English, and those with special educational needs and/or disabilities make good progress through effective additional support that targets the development of vocabulary. High expectations for all pupils mean that those who are behind because they have language difficulties are also well supported and so begin to close the gap with their peers. Subject leaders are very clear what needs to be done to improve English and mathematics still further and the school is rightly focusing on developing pupils' speaking and thinking skills and including more problem-solving activities.

Attendance has improved recently and is now average. Pupils' personal development is strong. They have well-developed social and learning skills, work well independently and collaborate effectively, establishing good foundations for their future education. They clearly understand the difference between right and wrong. Pupils have respect for each other and enjoy helping others, including through fundraising for charities. Pupils have become increasingly involved in school improvement and value the fact that their views are sought. They are especially proud that the toilets will be refurbished after they made their opinions known! There are occasionally missed opportunities for pupils to work with those of other cultural backgrounds. Pupils have good knowledge about health and a good range of opportunities to develop their fitness, including the use of a sports coach.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching continues to improve due to consistently high expectations from senior leaders. Teachers manage pupils' behaviour well and succeed in engaging and motivating pupils. This is why pupils make comments such as, 'The teachers are really nice. They help us if we get stuck.' Pupils have targets that they understand and make good use of a 'traffic light' system to register assessments of their own work. However, some pupils do not know exactly what criteria they are evaluating against. Work is generally well matched to the abilities of all pupils and additional adults are effective in supporting pupils who have behavioural or language difficulties.

Parents and carers appreciate teachers' efforts to tailor work to match pupils' interests and needs. As one said, 'I am delighted with the progress my son is making. He thoroughly enjoys the curriculum.' Special curriculum days involve both pupils and parents and carers in learning and staff respond carefully to parents' and carers' requests for information in particular areas. The inclusion team ensures that every child is very well supported. Pupils are very confident that there is always someone that they can talk to if they have a problem. The well-managed breakfast and after-school clubs are very helpful in ensuring that pupils are properly cared for and supported in their learning while parents and carers are at work. New pupils settle in quickly and the school prides itself on taking in pupils who have had problems elsewhere and helping them to succeed. Systems for promoting regular attendance are established and effective, and involve close liaison with outside

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agencies. The school adopts a rigorous approach to tackling persistent absence, although the proportion of persistent absentees remains relatively high, partly because the figures include some families that are new to the school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The determination of the headteacher to drive up attainment and the development of the work of subject leaders have been significant in the school's continued success. All leaders are impressive in their enthusiasm about their work and their confidence in the ability of the team to do even better. Accurate school self-evaluation is informed by high-quality assessment data and other monitoring information, such as lesson observations. Although this information is used well, there are not enough overviews done to assist in ensuring specific identification of areas for development and measurement of impact. Partnerships with parents and carers and with other agencies are strong. There is an especially useful link with a bank which is very successful in helping to promote enterprise skills and creativity.

The governing body is strikingly strategic in its approach and contains a high level of professional expertise. Members make an increasingly important contribution to school improvement. The senior leadership team are instrumental in ensuring that safeguarding procedures are outstanding. Rigorous quality assurance systems are firmly in place and there is a clear link with pupils' high level of knowledge of how to keep themselves safe. Procedures to monitor the achievement of different groups are well established and effective and, consequently, all groups of pupils make good progress at comparable rates. No evidence of discrimination was seen at the time of the inspection and this facet of school life is monitored carefully. The school's satisfactory contribution to community cohesion is seen in the establishment of secure links with local groups. However, evaluation of planned actions is at a relatively early stage.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the two Reception classes. Teachers plan lessons that children enjoy and that enable children to make good progress in developing their language and social skills. They lay the foundations for the good behaviour seen throughout the school. There is good use of the interactive whiteboard to involve children in assessing their own learning and written prompts are sometimes used to support this. However, there are missed opportunities at times to talk to children about what they might learn and how they might improve. The school has recognised the need to reorganise the outdoor area so that it is more accessible. Assessment procedures are thorough and work is planned accordingly so children consistently make good progress in all areas of their development. By the time they enter Year 1, the majority are working broadly in line with average expectations. Effective induction systems pave the way for strong links with parents and carers and reflect the good leadership of the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

A higher than average proportion of parents and carers returned questionnaires. The very large majority of parents and carers who responded shared the inspectors' views of the school. There were a variety of affirmative written comments and there were very few disagreements with any of the statements in the questionnaire. There was no consistent theme in any of the critical comments and, although they were all carefully considered, inspectors could find no evidence during this inspection that there was any concern they needed to take into account when making their judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stewart Fleming School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 204 completed questionnaires by the end of the on-site inspection. In total, there are 333 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	139	68	62	30	3	1	0	0
The school keeps my child safe	127	62	73	36	2	1	1	0
My school informs me about my child's progress	96	47	99	49	7	3	1	0
My child is making enough progress at this school	111	54	89	44	4	2	0	0
The teaching is good at this school	126	62	77	38	1	0	0	0
The school helps me to support my child's learning	113	55	81	40	10	5	0	0
The school helps my child to have a healthy lifestyle	81	40	119	58	4	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	72	35	111	54	4	2	0	0
The school meets my child's particular needs	95	47	97	48	8	4	0	0
The school deals effectively with unacceptable behaviour	100	49	84	41	8	4	1	0
The school takes account of my suggestions and concerns	81	40	100	49	11	5	3	1
The school is led and managed effectively	133	65	64	31	4	2	0	0
Overall, I am happy with my child's experience at this school	133	65	69	34	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

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

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 June 2011

Dear Pupils

Inspection of Stewart Fleming Primary School, Anerley SE20 7YB

I am writing to thank you for making our visit so enjoyable when we visited your school to carry out our inspection. Special thanks to those of you who filled in questionnaires and who gave up time to talk to us. We were very impressed by the way in which you get on together so well, and by the admiration and respect you have for your teachers. Staff look after you well and so you are very well cared for. It was good to hear how safe you feel at school and that you always have someone to talk to if you have a problem. We were very pleased when you told us how much you enjoyed school. Some of you said that you like lessons so much that you do not think anything needs improving! However, we were a little concerned that a few of you do not come to school often enough.

We find that yours is a good and improving school, and you make good progress in your lessons. Most of you now get the expected results in English and mathematics at the end of Year 6. Your school test results are improving gradually each year. Lessons are planned well to make sure that they take account of everyone's needs and interests. Your school leaders and teachers would like to try to improve even more so we have asked them to:

- Improve teaching so that it is all at least good with more that is exceptional so that your attainment is raised still further.
- Improve curriculum planning to create closer links between subjects that increase opportunities for you to learn basic skills and ICT in other subjects, and provide more opportunities for you to develop a greater understanding of cultural diversity.

All of you can help by coming to school every day unless you are ill, and by working as hard as you can.

Yours sincerely

Sue Rogers
Lead inspector

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