

# Sir Alexander Fleming Primary School

109 Southgate, Sutton Hill, Telford, TF7 4HG

## Inspection dates

12–13 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Under strong leadership, the school has seen a good level of improvement in recent years and continues to improve.
- Achievement is good throughout the school. From a low starting point, pupils in Year 6 reach standards that are average in English and mathematics.
- The headteacher, senior leaders and governors make careful checks on the quality of teaching and its impact on pupils' progress. These have led to improved teaching, better progress and rising standards.
- Teachers expect the best of pupils. They use their knowledge of what pupils can already do to plan next steps in learning so that pupils learn rapidly.
- Pupils are courteous and helpful to others, and they help create a calm environment in classrooms and around the school. Pupils feel safe in school.
- The teaching of different subjects through interesting topics means pupils see a clear purpose to what they are doing. This encourages pupils at all levels of attainment to be very interested in their work and try their hardest.

### It is not yet an outstanding school because

- Although teaching is at least good, there is not yet enough that is outstanding.
- Pupils are not always encouraged to find things out for themselves or to use technology to enrich their learning.
- In a few lessons, teachers miss opportunities to provide work that is demanding enough for pupils capable of harder work.
- Too often, a few pupils arrive to school late.

## Information about this inspection

- All teachers were observed teaching. Of the 16 lessons seen, five were observed jointly with the headteacher or a member of the senior leadership team. Pupils from Year 2 and Year 6 read their books to inspectors and talked about reading.
- Inspectors looked at pupils' work in lessons and sampled pupils' workbooks.
- Meetings were held with members of the governing body, a representative of the local authority, the headteacher, the senior leadership team and staff with responsibilities for the care of vulnerable pupils. An inspector met a group of pupils and other inspectors held informal discussions with pupils.
- There were insufficient responses to the online questionnaire (Parent View) for them to be published.
- Questionnaire responses from 15 members of staff were analysed.
- A range of school documents was scrutinised, including policies for safeguarding, records of staff training, the school self-evaluation document and school improvement plans, results of the school's monitoring of teaching, tracking of pupils' progress and lesson planning.
- Inspectors examined records of behaviour and attendance.

## Inspection team

David Speakman, Lead inspector

Additional Inspector

Michael Thomas

Additional Inspector

Susan Tabberer

Additional Inspector

## Full report

### Information about this school

- Sir Alexander Fleming School is larger than the average-sized primary school.
- Off-site provision is used by the school to support pupils with behavioural issues and their engagement with mainstream schooling.
- Most pupils are of White British heritage and very few speak English as an additional language. None is at the early stages of learning English.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children with a parent serving in the armed forces and those in local authority care) is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is above the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast club in school which was visited as part of this inspection.

### What does the school need to do to improve further?

- Increase the amount of teaching that is outstanding so standards and pupils' achievements continue to rise by:
  - increasing the level of challenge for pupils capable of doing harder work
  - providing more opportunities for pupils to use technology to support their learning
  - encouraging pupils to be more independent in their learning and find things out for themselves.
- Extend provision in the breakfast club to pupils who come to school late to encourage them to arrive in good time for the start of the school day.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement is improving steadily, so standards at the end of each key stage are rising. Latest results of national tests at the end of Year 6 show outstanding progress since Year 2. Achievement is not outstanding overall because the school has not yet built a record of exceptionally high achievement over time.
- Children join Nursery with skills, knowledge and understanding which are very low in comparison to those which are typical for children of this age. They make good progress, especially in developing communication skills and in their personal development but, at end of Reception, standards are below average.
- At Key Stage 1, pupils continue to achieve well. Attainment in reading, writing and mathematics has been steadily rising and pupils are attaining standards that are in line with the national average. Pupils use a wide range of words and correctly punctuated sentences in their writing, such as when writing poems describing characters from 'Toy Story'. They have a good understanding of number, adding and subtracting accurately. Some pupils, particularly those who find mathematics hard, have difficulty in understanding questions and developing strategies to solve questions.
- Pupils currently in Key Stage 2 make good progress and are working at levels higher than nationally expected for their age. Writing in different styles, including poetry, diary entries and imaginative letters, is fluent and well constructed. Vivid description makes the writing interesting to read. Pupils have good speaking and listening skills and explain their ideas clearly. Pupils have good problem-solving skills in mathematics and demonstrate a secure understanding of a wide range of mathematics topics.
- Results of national tests at the end of Year 1 to check on pupils' knowledge and understanding of letters and the sounds they make (phonics) were similar to the national average in 2012. Reading is taught well by staff, who have good knowledge of this area. Pupils sound out single letters accurately, and are familiar with the sounds created by joining two or more letters. Pupils in Year 2 also use this knowledge to help them spell unfamiliar words in writing tasks. Older pupils are generally keen readers. Those who can read fluently understand what they are reading well and show competence in reading unfamiliar words.
- Disabled pupils and those with special educational needs make good progress because work and methods are matched closely to their specific learning needs. Those with a statement of special educational needs and those with greatest need are supported effectively by the learning mentor and teaching assistants, who provide both the academic and the emotional support needed. Pupils who receive additional support for behavioural difficulties through the school's partners make progress similar to other pupils.
- Any gaps between the attainment of the large number of pupils for whom the school receives the pupil premium and that of other pupils are closing. Assessment data show standards for these pupils and the school are now close. Value added data for pupils entitled to claim a free school meal show they make as good progress as other groups in English and mathematics. The few pupils who speak English as an additional language make good progress. They fully access all lessons and contribute effectively to speaking and listening activities.

**The quality of teaching is good**

- Lesson observations, records of pupils' progress and the school's checks on teaching show teaching has improved. The significant increase in the amount of good and outstanding teaching is a result of teachers effectively using what they know about pupils' learning to plan demanding tasks. There are still some occasions, however, when teachers miss opportunities to adapt planning to move pupils on to the highest level they are capable of, particularly those able to do harder work.
- Teaching in literacy lessons seen during the inspection was inspirational and was highly effective in raising pupils' enthusiasm for learning. Teachers plan many exciting chances for pupils to explore interesting literature. In Years 5 and 6, a wide range of writing activities, script writing, drama and discussion focused on the text *Goodnight Mr Tom*. As a result, pupils tried hard to succeed and make improvements in their work. Expert guidance and exceptionally well-planned questioning helped pupils to learn for themselves and to think things out.
- Teaching of communication, reading, writing and mathematics is good. Pupils develop these skills in different subjects. Pupils wrote well-constructed fantasy stories based on their reading about a hobbit-type person 'Bloddon'. They used their mathematical skills to read thermometers to read temperatures in science work on solids, liquids and gases.
- Although teachers use computers and other forms of technology well to make their teaching clear, pupils are not given enough opportunities to use technology for themselves to enrich their work, become more independent in their learning and prepare them well for the secondary school. There are occasions when teachers provide the answers to questions or problems too readily without giving pupils the opportunity to find things out for themselves and play a more important role in their own learning.
- Marking of pupils' work is thorough and detailed. All pupils have clear targets and teachers let them know how well they are achieving them. Comments reflect what pupils have done well and identify any areas that could be improved. There is evidence in pupils' books that they mostly respond to this advice.
- Teaching for disabled pupils and those who have special educational needs, and for those known to be eligible for the pupil premium, is effective. Teaching assistants are skilled in key areas of teaching in literacy and mathematics and know their pupils very well. Excellent deployment and good use of their skills mean they give good support for learning by giving focused help and by breaking tasks down into small achievable steps, matched well to pupils' needs.

**The behaviour and safety of pupils are good**

- Pupils' good behaviour contributes well to their learning. Pupils pay close attention to teachers in lessons, follow instructions and listen carefully to others' views. Some show great initiative in helping move their own learning on. For example, pupils in Year 2 used the 'phonics' wall to work out the spelling of complicated words for themselves, rather than ask the teacher or other adults for help.
- Pupils respond well to the management of their behaviour and maintain high levels of self-control, remain focused on learning and do not waste time. Behaviour at lunchtime and break times and when pupils move around school is good. Pupils say that 'playground buddies' and 'good supervision' help them feel safe in school.

- The school has a large number of pupils who experience difficulties and find themselves vulnerable or at risk. The school has great success in supporting these pupils and in helping them learn and develop well.
- The school is working hard to improve attendance. The work of a welfare officer, a nurture group to support vulnerable pupils and a breakfast club, which operates from eight o'clock each morning and is currently targeted at vulnerable children, are having a good impact. As a result, attendance is improving and is now close to the national average. However, there is still a problem with pupils coming late to school. These pupils often miss out on important learning early in the day.
- Bullying is rare, but pupils say that any instance is dealt with effectively. Pupils have a good understanding of the different types of bullying and know how to avoid them. There are few recorded incidents of poor behaviour, and exclusions are only used as a last resort and in extreme circumstances.
- Pupils' spiritual, moral, social and cultural development is good. Pupils reflect on important issues while studying a wide range of literature, for example. Pupils engage well in team building and work effectively together, which has helped them win an impressive gallery of sports awards. They show initiative in taking on responsibility to help others in school. Good behaviour shows a secure sense of right and wrong. Pupils benefit from a wide range of activities to enrich learning, such as outdoor and adventurous activities. They study of a wide range of modern and ancient cultures to good effect.

### **The leadership and management** are good

- The headteacher and the senior leadership team set high expectations of the work of all adults and pupils. Together, they have inspired a strong commitment for school improvement among all staff, shown by the positive response to the staff questionnaire. As a result, all areas of the school's work are now good.
- Robust arrangements for checking teachers' work have led to improvement. Leaders visit classrooms regularly, look at teachers' planning and check pupils' work to make sure they are making good progress. Any shortcomings identified are included as priorities for improvement, and the school provides good training for teachers and teaching assistants. The school's evaluation of teaching is closely linked to the allocation of responsibility and salaries. Clear targets for teachers are set which relate to the government's teachers' standards.
- The assessment coordinator keeps a rigorous check on progress and standards and keeps the headteacher and other senior leaders, subject leaders and governors well informed about how well pupils are doing in year groups and subjects. Class teachers are regularly held accountable for pupils' progress.
- The way subjects are taught offers good learning experiences for pupils of all abilities, including disabled pupils and those who have special educational needs. All pupils are given the same chances to learn and this shows through the good progress different groups of pupils make. Pupil premium funding is spent wisely on individual and small-group academic, emotional and behaviour support for eligible pupils. It is also used to enable pupils to take part in all school activities where cost could create difficulty.
- The local authority knows the school's strengths and areas it could improve well. The school is designated as one requiring minimum intervention and, as such, the local authority responds

mainly to the school's requests. It provides useful advice and support, especially in helping with the professional development of staff, including teaching assistants.

■ **The governance of the school:**

- Governors visit the school regularly. They have good links with staff which focus on specific areas, such as literacy, links with parents and special educational needs. Governors know how well the school is doing compared to other schools through their understanding of performance information. They know how well teachers teach and teaching's impact on pupils' learning and progress. They use their understanding of how well the school is doing to ask searching questions of senior leaders in guiding school improvement and in overseeing clear targets for managing the performance of the headteacher and staff, making sure that teachers' pay is linked to competence. They make sure statutory requirements are met, particularly for safeguarding. Vetting procedures for adults are thorough and all training, including their own, is up to date. They manage financial decisions well, seeing that the pupil premium is used effectively in supporting eligible pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	132086
<b>Local authority</b>	Telford and Wrekin
<b>Inspection number</b>	402537

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Daly
<b>Headteacher</b>	Jan Cousins
<b>Date of previous school inspection</b>	15 June 2010
<b>Telephone number</b>	01952 388010
<b>Fax number</b>	01952 388017
<b>Email address</b>	jan.cousins@taw.org.uk

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