

Stewart Fleming Primary School

Witham Road, Anerley, London SE20 7YB

Inspection dates

21–22 June 2016

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Senior leaders and members of the Pioneer Academy Trust have successfully established an ambitious ethos where expectations of pupils' achievement are very high. All pupils thrive and achieve exceptionally well, irrespective of their background, ethnicity, gender, ability or whether they have special educational needs or disability.
- Skilled teaching provides strong purpose for learning for the most able pupils, which ensures that they receive the support they need. As a result, the most able pupils make exceptional progress across the curriculum.
- The broad and balanced curriculum excites and motivates pupils. It supports their learning very effectively. A sharp focus on the early development of basic skills allows pupils to apply these skills successfully across all areas of study. A range of visits, special events and activities captures pupils' interest and develops their learning well. Pupils thoroughly enjoy learning in a range of subjects.
- Very thoughtfully selected training and coaching for teachers and teaching assistants has secured outstanding teaching, learning and assessment across the school. As a result, attainment at the end of the early years and both key stages is high. Pupils make outstanding progress from their starting points in all subjects, including English mathematics and science.
- Leaders make sure that children get off to an outstanding start in the early years provision. In the Reception classes, children make rapid progress from their starting points.
- Pupils' personal development, behaviour and welfare are outstanding. They have an excellent knowledge of how to keep themselves safe. Pupils conduct themselves extremely sensibly and are highly enthusiastic learners. Consequently, the quality of learning on display and in their school and homework books is exceptional. Pupils take pride in all they do.

Full report

What does the school need to do to improve further?

- Senior leaders should ensure that pupils' high outcomes in French continue to improve by developing systems to check pupils' progress in this subject.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The determined and tenacious leadership of the executive headteacher has been highly effective in improving the quality of education. He led the formation of the new academy in 2011 and has established a culture where expectations of teaching and of pupils' outcomes are exceptionally high. As a consequence, teaching staff across the school are very determined to secure the highest quality of teaching and pupils are ambitious to do well.
 - Through excellent partnership work across the trust, staff from other trust academies have contributed to the school's relentless focus on raising standards of achievement. This helps to ensure that all pupils have opportunities to achieve their full potential. These external staff play a key role in monitoring pupils' outcomes. Regular meetings with school leaders are held to check the accuracy of school judgements at every level. They have very high expectations of teaching quality and its effect on pupils' achievement, and they support and drive improvement within their areas of responsibility.
 - Leaders make sure that teachers and teaching assistants access high-quality coaching and training. This has resulted in a consistent approach to the teaching of reading, writing and mathematics. Leaders make very frequent checks on teaching, learning and assessment. They identify and tackle any underperformance robustly and without compromise.
 - Leaders analyse and use the school's information about pupils' performance astutely to check how well pupils make progress. They review and sample pupils' work very regularly. Leaders use the information to identify where further improvements are needed to the quality of teaching and to pupils' outcomes. Highly effective interventions are then put in place. Consequently, pupils make rapid gains in their learning.
 - The curriculum encourages pupils' enjoyment of learning extremely well. As a result, pupils are highly motivated to work hard and perform to the best of their ability. This has driven up pupils' outcomes. Leaders have made sure that the curriculum places a strong emphasis on reading, writing and mathematics, together with a broad and balanced range of other subjects. All subjects offer excellent opportunities to extend pupils' mathematical and literacy skills. Enrichment events are exceedingly popular, like the recent science workshops and circus skills activity days. The curriculum is organised into year group themes or topics. Each topic is launched with an exciting experience which stimulates and motivates pupils' interest. Pupils particularly enjoyed the topic on chocolate.
 - The physical education (PE) curriculum is a particular strength of the school. The PE and sport premium for primary schools successfully enhances the school's sporting provision. This additional funding is effectively spent, increasing opportunities for pupils to be physically active. Pupils' learning in PE strongly benefits from access to a specialist sports coach and a full-time sports specialist teacher.
 - The pupil premium grant is used very appropriately to ensure that the needs of disadvantaged pupils are met and that they have an equal opportunity to participate fully in all aspects of school life. Leaders' actions to raise standards for disadvantaged pupils are highly effective. The support provided has helped these pupils to make rapid gains.
 - All members of staff aim to inspire their pupils. The promotion of pupils' spiritual, moral, social and cultural development is woven effectively into the life of the school. The trust skilfully uses resources across its schools to capture and inspire pupils' sense of enjoyment and fascination in learning and to promote inclusion for all. Through music and art, assemblies, recognising and celebrating pupils' successes, and through learning about a wide range of different cultures and faiths, leaders encourage respect and tolerance very successfully. Pupils have myriad opportunities to make decisions, such as voting in school elections, devising their class vision or considering how to promote diversity through their classroom display. They are extremely well prepared for life in modern Britain.
- **The governance of the school**
- The school's governors work within the strategic framework of the board of the Pioneer Academy Trust. They have an extremely clear understanding of the school's performance and how this compares with other schools nationally. Governors know well how the pupil premium funding is spent and realise the very successful impact it is having on the achievement of disadvantaged pupils.
 - A review of governance has helped governors to set their own action plan and to continue to sustain highly effective leadership at all levels during a period of change, and with the imminent expansion of the school and trust. The experienced new chair of the governing body and trustee leads with confidence. She has played an important part, along with other governors, in revising working practices.
- The arrangements for safeguarding are effective. The leadership team has ensured that all safeguarding

arrangements are fit for purpose. Record keeping is detailed and of high quality. Documentation is up to date and reflects the most recent guidance. Training for staff with specific responsibilities for safeguarding ensures that they are aware of current regulations. Staff and governors are very aware of the school's safeguarding procedures and systems, and how to identify possible signs of abuse. Concerns are quickly and appropriately reported and kept under review. Staff are thoroughly trained on potential dangers including the latest 'Prevent' duty requirements. Consequently, staff are clear what action to take should they have any concerns about the safety of pupils.

Quality of teaching, learning and assessment is outstanding

- The school lives up to the motto of the Pioneer Academy Trust, 'And the main thing is learning'. All staff aim to promote 'an extraordinary school day' to develop pupils' independence and creativity. As a result, high quality teaching is typical across the school and in all subjects. Staff work well in teams, sharing expertise and supporting each other to continually improve. Pupils are highly motivated to work hard.
- Teachers' excellent subject knowledge means that they are expert at planning pupils' learning. Key skills and knowledge are progressively taught, and teachers build on what pupils already know and can do. Teachers have an in-depth understanding of the pupils in their classes and plan exciting 'hooks' that engage and demand thinking.
- A sharp focus on developing basic skills early and a consistent approach to teaching allow pupils to apply these skills successfully across the curriculum. This consistency is seen throughout the school, for example through the 'grammar gorilla' displays in each class. These displays effectively remind pupils of, and support them in meeting, teachers' high expectations of literacy and its use across all areas.
- Teachers ensure that all pupils are inspired and challenged during lessons. They do this through providing excellent opportunities for pupils to apply their skills in a variety of ways, like debating on whether Britain should be a part of the European Union or if the cost of school trips should be justified at times of limited financial resources.
- Teachers are relentless in ensuring that pupils share their high expectations and make the best progress possible. They set meaningful and challenging homework to extend and support learning in class or to prepare pupils for new learning. The high-quality presentation and content that is seen in pupils' books in school is also evident in their home learning, reflecting pupils' pride in all they do.
- The most-able pupils benefit enormously from skilled teaching and highly effective support in all subjects. In addition, early identification of this group and targeted interventions, like 'the Brilliant Club', ensure that the most able have sufficient opportunities and knowhow to extend their knowledge and skills in a variety of contexts. Teachers use a very good range of high-quality literature to challenge and inspire, including Bram Stoker's 'Dracula', and the poetry of William Blake and Wordsworth. Consequently, pupils are progressing towards attaining the highest standards by the time they leave the school.
- Effective feedback, consistent with the school's assessment guidance, enables pupils to make improvements and to extend or consolidate their understanding. Pupils in key stage 2 particularly enjoyed sharing with inspectors how they responded to classmates' and teachers' comments, demonstrating their ability to reflect on their own learning and progress. However, although systems are in place to assess learning in the study of French, systems to track pupils' progress in understanding and skills are not yet fully developed.
- The benefits of the academy trust are evident. The exceptionally high-quality professional development for those new to teaching is helping them to develop their skills effectively, thus ensuring that teaching is consistently strong across the school. Excellent opportunities are provided for subject leaders and specialist teachers to undertake regular training and development. These include sharing effective teaching and assessment practice across the other schools. This has resulted in accurate assessment of pupils' outcomes in all subjects, particularly in reading, writing and mathematics. Assessments of pupils have been confirmed by the moderation judgement undertaken by the trust and by the results from the national end of key stage assessments.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are exceedingly positive about learning and clearly understand the importance of working hard. They discuss and debate issues in a considered way, showing respect for others' ideas and points of view. Pupils are clear that racism and homophobia are not acceptable.

- Pupils have an excellent knowledge of how to keep themselves healthy and safe from harm. They demonstrate exceedingly sensible attitudes when moving around the school and confidently talk about how they, and other adults, keep themselves safe when on school trips and outings. Pupils confirm that any incidents of bullying are extremely rare. They are confident that adults will take very swift and effective action to deal with issues that may arise, as the school's records show.
- Pupils know how to keep themselves safe when using computers and information technology, and the steps to take to keep safe online. They clearly explain the importance of keeping personal information secure. Pupils know who to speak to should they have any concerns and that any concerns posted into their class 'worry boxes' in key stage 2, or their 'worry monsters' in key stage 1, will be addressed swiftly.

Behaviour

- The behaviour of pupils is outstanding. Pupils are extremely attentive and listen very carefully in lessons so that classrooms are orderly and studious environments. Expectations of behaviour are explicitly on display around the school and in classes, through playground rules posters and class vision statements. Consistency in the use of the school's behaviour policy is contributing to pupil conduct that is mature and disciplined, including at breaktimes.
- The school building is very well maintained, and graffiti- and litter-free. Pupils make a point of packing equipment away at the end of breaktimes and when they leave classrooms, demonstrating their pride in the school.
- Pupils' attendance is rigorously tracked and persistent absence figures have reduced rapidly from those in 2015 following extremely effective work with individual families. Overall attendance has risen and is just above the national average. Excellent additional support, like home tutoring for pupils unable to attend because of medical needs, is ensuring that no groups of pupils are affected negatively by low attendance.

Outcomes for pupils

are outstanding

- Leaders carry out focused reviews of what contributes to successful learning. These, together with targeted support, ensure that all pupils make excellent progress in developing their knowledge, skills and understanding. Work in pupils' books and observations in lessons confirm that current pupils are working at least at age-related expectations. Many pupils are exceeding expectations, working at greater depth and showing deeper understanding.
- The proportion of Year 1 pupils that meet the expected standard in the phonics (letters and the sounds that they make) check is above the national average and has been for the last three years. The youngest pupils make rapid gains in their reading as they use their phonic skills very effectively when they read.
- Pupils make rapid progress across key stage 1 in reading, writing and mathematics. In all three subjects, the proportion of pupils who securely attain the expected standard for their age has been significantly above the national averages for the last three years. In 2015, the proportion of pupils who achieved at the higher levels in reading, writing and mathematics remained above the national averages. Pupils are very well prepared for their move into key stage 2.
- At key stage 2, attainment has been above the national averages for the last three years in reading, and remains significantly above for writing and mathematics. In 2015, the proportion of pupils who achieved at the higher levels in reading, writing and mathematics was above the national average and significantly so in writing. The school continues to build on these very positive outcomes so that current pupils are exceptionally well prepared for the next stage of their education.
- All groups of pupils make strong progress across the curriculum. In 2015, the proportion of the most-able Year 6 pupils who made or exceeded expected progress in reading, writing and mathematics was above the national average. The proportion of the most able making better than expected progress is particularly high in mathematics. This is because many opportunities are planned for them to develop their problem-solving skills and to deepen their understanding by applying these skills in other activities. Book scrutiny indicates that the current progress of the most-able pupils continues to be above average.
- In 2015, the progress of disadvantaged pupils was significantly better than that of similar pupils nationally and also better than that of other pupils in the school. Effective use of the pupil premium funding ensures that the current progress and attainment across the curriculum of disadvantaged pupils continues to be strong. This matches that of other pupils with similar starting points.
- Pupils who have special educational needs and/or disabilities make exceptional progress from their individual starting points. This is due to outstanding leadership, characterised by careful tracking of individual pupils, and effective, timely support and intervention programmes.
- A sharp focus on developing basic skills early and a consistent approach to teaching is benefiting pupils who speak English as an additional language (EAL). EAL pupils are making the same outstanding progress as many of their classmates.

Early years provision

is outstanding

- Leadership of the early years is excellent. Children are assessed accurately through appropriate questioning and observation of what they can do. A vibrant environment motivates the children in their learning and adults take care to adapt the curriculum to address children's emerging interests and needs. As a result, gaps in attainment in 2015 between boys and girls have now closed.
- Adults in the setting plan with diligence. They identify the most able early on, ensuring that they have the support they need to build on their good skills and are challenged appropriately. As a result, children are exceptionally well motivated, approaching all their activities with tremendous enthusiasm.
- The school uses a range of highly successful strategies to teach phonics effectively so that children quickly grasp the concept of reading. Children were able to compare the sounds in their own names with the same sounds in other words.
- The exciting curriculum develops basic writing, reading and number skills extremely well, supported through the school's own 'funky fingers' time. This is a range of activities carefully planned to encourage strength and physical development, effectively supporting children's early writing.
- Behaviour and safety in the early years are outstanding. Children new to the classes are helped to settle quickly and the setting cares for vulnerable pupils especially well. Adults engage fully with appropriate external support when necessary. Upset or lonely children are rare, as the children themselves are keen to engage and share their learning with each other. They feel very safe in their environment, happily engaging in role play. Boys and girls were seen playing harmoniously together, with girls confidently dressing up as astronauts, challenging traditional stereotypes.
- Children make rapid progress in the Reception classes. The contribution parents make is valued by the school as they share significant achievements by recording 'wow' moments in their children's learning journals. Year on year, the proportion of children who leave the early years with a good level of development has risen. Gaps between boys and girls close very successfully so that they are both well prepared for Year 1. At the end of the Reception Year attainment has been above the national average for the last three years. Consequently, the children are very well prepared when they start Year 1.

School details

Unique reference number	137035
Local authority	Bromley
Inspection number	10001111

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	467
Appropriate authority	The Pioneer Academy Trust
Chair	Cathy Kinsley, chair of governors and trustee
Headteacher	Lee Mason-Ellis (executive headteacher), Nicola Crockatt (head of school)
Telephone number	020 87785510
Website	www.stewartfleming.bromley.sch.uk
Email address	admin@stewartfleming.bromley.sch.uk
Date of previous inspection	15–16 June 2011

Information about this school

- This is a larger than average-sized primary school. The school has expanded since the previous inspection, converted to an academy and reopened as a new school, forming the Pioneer Academy Trust. There are now two classes in each year group, except in Year 1 and the early years, where there are three classes. The school is moving towards three forms of entry, with building on-site due to start at the end of 2016. The school does not currently provide nursery provision.
- Most pupils are from White British backgrounds. Just over half of the remaining pupils are represented by several ethnic groups, mainly Black British with Caribbean or African heritage.
- The proportion of pupils from minority ethnic backgrounds is above average, but the proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who receive support through the pupil premium funding is average. The pupil premium is additional government funding given to schools for disadvantaged pupils who are eligible for free school meals or are looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is just above the national average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a breakfast and after-school club, which are managed by the governing body.
- The school meets the requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors visited 33 lessons or parts of lessons in all year groups, including some joint observations with members of the school's leadership team. As well as looking at pupils' work during lessons, a selection of pupils' books was scrutinised. Inspectors also observed two assemblies and visited the school's breakfast club.
- Inspectors spoke to three groups of pupils, including representatives from the school council. Inspectors observed pupils during playtime and lunchtime, spoke to pupils informally throughout the two days and listened to pupils read.
- Meetings were held with senior staff, middle leaders and teachers in the early stages of their teaching career. In addition, inspectors met with representatives from the academy trust and members of the governing body, including the chair of governors.
- The inspection team reviewed a range of documentation provided by the school, including the school development plan, minutes of governing body meetings, documents relating to safeguarding, performance management, behaviour and attendance logs, and information about pupils' attainment and progress. The school's website was also reviewed.
- The 144 responses to the online parent questionnaire (Parent View) were taken into account, as were the 25 replies to the staff survey and the 10 responses to the pupil survey. The views of parents were also collected at the beginning of the day.

Inspection team

Jean Thwaites, lead inspector	Her Majesty's Inspector
Michelle Winter	Her Majesty's Inspector
Richard Barnes	Ofsted Inspector
Angela Konarzewski	Ofsted Inspector
Diane Rochford	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

