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Emma Pape
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Dear Mrs Pape

Ofsted remote visit to Stewart Fleming Primary School

Following my remote visit with Lucy Bruce, Her Majesty's Inspector (HMI), to your school on 12 November 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the visit's findings. Thank you for the time you made available to discuss your actions since September 2020, when the government expected all schools to open fully to all pupils.

This visit was conducted under section 8 of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections are temporarily suspended. Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, we made this visit remotely to reduce pressure on the school.

Ofsted's visits to schools during the autumn term are not inspections. We are not giving graded judgements. We did not undertake the usual range of inspection activities and were unable to check other sources of evidence, such as visits to lessons or looking at pupils' work. The content of this letter gives an overview of our discussions about what has happened in your school this term.

During the visit, we spoke to you, the senior leadership team, the senior leader responsible for safeguarding and the regional director of the trust. We did not speak to pupils.

Context

Her Majesty's Chief Inspector of Education, Children's Services and Skills is leading Ofsted's work into how England's education system is managing the return to full

education for pupils, following an extended break in formal schooling due to the COVID-19 pandemic.

In undertaking this focused work, HMI are visiting a broad range of schools. HMI will visit a sample of:

- approximately 1,200 schools across all Ofsted grades (outstanding, good, requires improvement and inadequate)
- maintained schools, academies and free schools, special schools and centres of alternative provision, including those in cities, and coastal, town or rural communities.

The information from this visit will feed into Ofsted's national reporting so that the insights can be shared with the government and the education sector. We did not find any significant concerns during the visit. In such a case, an inspection report would be published on our website and available to parents and carers.

We did not consider your response to COVID-19 during the spring and summer terms 2020, when the school was not open to all pupils.

From this visit, inspectors noted that:

- Since the school fully reopened, no year-group 'bubbles' have had to isolate. A very small number of pupils have worked from home since the start of term.
- Pupils in all year groups and in the early years are studying their usual range of subjects. In the wider curriculum pupils access a range of activities online, such as remote visits to museums. Leaders intend to return pupils to the normal curriculum as soon as possible.
- Staff assessed pupils' new starting points to find out what subject content pupils have remembered and to identify the subject areas that need a focus. Leaders noticed that pupils found writing more difficult than you would usually expect. They have adapted the school day to give pupils more opportunities to develop their writing skills.
- Pupils who have fallen behind in reading have extra support in revising key sounds in phonics. Reception children follow a programme to consolidate their knowledge of phonics sounds.
- Pupils have generally remembered mathematical ideas from the spring and summer terms. Some pupils need help applying basic mathematical operations. Teachers have adjusted their curriculum plans to include extra opportunities for pupils to catch up on these skills.
- In science, leaders have adapted the work to make sure pupils are secure in content taught remotely and in school over the summer term. In music, leaders found that pupils have underdeveloped motor skills. Staff have

provided opportunities for pupils to strengthen these skills through performance drumming. Leaders have increased the time available for personal, social, health and economic education to support pupils' well-being and to develop their social skills.

- Leaders delivered education remotely for all subjects in the spring and summer terms. You used newsletters and remote online sessions to provide parents with guidance on how to support their children. All lessons taught in school are available remotely for pupils at home.

Thank you again for contributing to this important national work. The views and experiences you have shared will help to inform future policy.

I am copying this letter to the chair of the school board and the chief executive officer of The Pioneer Academy multi-academy trust, the regional schools commissioner and the director of children's services for Bromley. This letter will be published on the Ofsted website.

Yours sincerely

Janet Hallett
Her Majesty's Inspector