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2 July 2008

Mr Lee Mason-Ellis  
The Headteacher  
Stewart Fleming Primary School  
Witham Road  
Anerley  
London  
SE20 7YB

Dear Mr Mason-Ellis

#### SPECIAL MEASURES: MONITORING INSPECTION OF STEWART FLEMING PRIMARY SCHOOL

Following my visit with Jane Chesterfield, Additional Inspector and Marianne Harris, Additional Inspector, to your school on 25 and 26 June 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in February 2008. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Education & Libraries for Bromley.

Yours sincerely

Sheena MacDonald  
H M Inspector

## SPECIAL MEASURES: MONITORING OF STEWART FLEMING PRIMARY SCHOOL

Report from the first monitoring inspection: 25 and 26 June 2008

### Evidence

Inspectors observed the school's work, scrutinised documents and samples of pupils' work. They met with the headteacher, subject leaders, groups of pupils, parents, governors and representatives from the Local Authority (LA).

### Context

Following a period when the school was without a substantive headteacher, the new headteacher took up his position at the beginning of this term. A new chair of governors has been appointed and the governing body restructured.

### Achievement and standards

Although standards remain low at the end of Years 2 and 6 and pupils do not attain as highly as they should, there are optimistic signs that the progress pupils make is improving. The school has worked hard to improve teachers' planning to meet the needs of pupils and they are now marking their work more effectively so that pupils know what they need to do to improve. However, this is not fully established across the school and achievement for some pupils is better than others. Pupils make better progress in Year 2 and towards the end of Key Stage 2. A new system of assessment and tracking has been introduced and much work has been done to ensure the accuracy of assessments. This is giving the school a solid baseline, on which to build but is not yet showing how much progress pupils make over a period of time or how well they are achieving. There remains much work to do to ensure that progress is tracked effectively and to set and achieve the challenging targets necessary to accelerate the rate of progress.

Progress on the areas for improvement identified by the inspection in February 2008:

- Improve achievement as pupils move through the school from Reception to Year 6 – satisfactory

### Personal development and well-being

Improving behaviour was the number one priority for the school. This has been tackled vigorously and effectively by the headteacher working with staff, governors, parents and pupils. Pupils and parents are enthusiastic about the improvements achieved in a relatively short time. Pupils generally behave well and know the firm boundaries that have been set. They understand the rewards for good work and attitudes and are certain that they are now safe in school because inappropriate behaviour is quickly dealt with. Staff consistently apply the school policy and this has had a significant impact on its success. A recent survey of pupil opinion shows that pupils now enjoy school and have a much more positive attitude to learning. This is reflected in the improved attendance rate and the drop in the number of pupils who

are late for school. No child has been excluded this term which is another impressive improvement. Pupils demonstrate a positive attitude towards each other and work together well in lessons that are no longer interrupted by constant inappropriate behaviour.

Progress on the areas for improvement identified by the inspection in February 2008:

- Improve pupils' behaviour so that they can make the best use of their learning time – good

Quality of provision

Teaching and Learning

The school has made a good start in improving the consistency and effectiveness of behaviour management in lessons and this is having a positive impact on the quality of teaching and learning. Staff are working hard to increase good practice and although inconsistencies remain there has been some improvement. Common planning formats set out clear lesson objectives and success criteria, which are shared with pupils. There are increased opportunities for speaking and listening, often through the use of talk partners, so that pupils have the chance to think about and discuss their learning. Marking is improving overall and becoming more helpful in guiding the learning. Senior leaders and LA consultants have worked with staff to develop a better understanding of how to accurately assess pupils' work. However, in some classes there is still insufficient focus on improving pupils' learning and accelerating their progress. Teachers are not yet using the assessments accurately enough to plan work that gives the right level of challenge for all the different abilities in the class. The content of lessons is often based on what needs to be covered rather than what pupils need to learn, and expectations for standards, quality and quantity of work are still too low. In addition, pupils have become accustomed to being passive learners and this is still the case particularly in the lessons where teacher directed sessions are too long. In the better lessons, teachers' drive and enthusiasm force pupils to be active and take responsibility for what they are learning however the pace and energy of many lessons is not sufficient to enable pupils to learn more rapidly and to make up for lost time.

Curriculum

A whole school approach to the teaching of reading has been introduced to ensure that these skills are being taught in every class and there has been an increased focus on practical work, problem solving and investigations in mathematics and science. It is too early to evaluate the effectiveness of these strategies. The school is currently focusing on improving basic literacy and numeracy skills, but rightly plans to revise and improve the whole curriculum so that it is better balanced, more interesting, relevant and motivating.

Progress on the areas for improvement identified by the inspection in February 2008:

- Improve teaching and the curriculum, especially the teaching of reading, mathematics and science, so that pupils enjoy learning more, make faster progress and gain the skills needed for their future lives – satisfactory

## Leadership and management

The headteacher hit the ground running and, in a remarkably short time has transformed the ethos and learning environment so that the school is calm, children and adults are happy and enjoy good relationships. He has involved parents, pupils, staff and governors in establishing a shared vision and clear expectations regarding behaviour. Attainment and progress are slower to show impact but appropriate action has been taken to lay solid foundations on which improvement can be built. The school now has an accurate view of pupil's attainment in reading, writing, science and mathematics. This enables leaders to ask the right questions about underachievement and pinpoint what needs to be done to close the gaps. Sharply focused monitoring and support are already resulting in improvements in the quality of teaching and learning. Improvement planning is well focused, practical and the impact measurable. The headteacher is building a good team of senior leaders who are making an increasing contribution to whole school improvement. The governing body has been restructured. Governors now play a far more active role in the school providing monitoring and challenge as well as good support.

Progress on the areas for improvement identified by the inspection in February 2008:

- Ensure that all leaders and managers lift standards and promote the care and personal development of pupils – good

## External support

The school is receiving good support from the local authority. The amendments required to improve the LA's statement of action have been made and the plan is sharply focused on ensuring improvement with a careful understanding of the need to avoid overwhelming the school with support and advice. The LA took action to make sure that the leadership of the school improved and worked with governors to increase their impact and effectiveness. LA consultants have worked alongside subject leaders to develop skills and knowledge which these leaders are now using to good effect to move the school forward.

## Priorities for further improvement

- Embed accurate assessment and tracking systems
- Use that information to inform teachers' planning and set challenging progress targets
- Tackle inconsistencies to eradicate inadequate teaching
- Raise pupils' and teachers' expectations about the quality of their work.