

Prospects Learning Services Ltd
Prospects House
19 Elmfield Road
Bromley, Kent
BR1 1LT

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 020 8315 1250
Direct F 020 8315 1279
Sheena.Macdonald@ofsted.gov.uk



17 December 2008

Mr Lee Mason-Ellis
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 Juliet Ward, Additional Inspector, and Paul Scott, H M Inspector, to your school on 3 and 4 December 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second 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 – good

Progress since previous monitoring inspection – good

Newly qualified teachers may 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 and Libraries for Bromley.

Yours faithfully

Sheena MacDonald
H M Inspector

Special measures: monitoring of Stewart Fleming Primary School

Report from the second monitoring inspection on 3 and 4 December 2008

Evidence

Inspectors observed the school's work, scrutinised documents and pupils' books, and met with the headteacher, staff, groups of pupils, governors and a representative from the local authority.

Context

The staff has been strengthened as a result of changes since September, particularly in the Early Years Foundation Stage.

Achievement and standards

Standards, while still below average, are improving. In the national assessments in 2008, there was an improvement in attainment across all subjects at Key Stage 2 and in all but writing at Key Stage 1. The improvement in mathematics at Key Stage 2, and in the numbers of pupils attaining the higher level in all subjects, was good.

Work in lessons and in books provides very clear evidence that pupils have made good, and sometimes very good, progress since the beginning of this term. This accelerating progress is consistent across the school. The improvement in the quality and presentation of the work in pupils' books has been very good indeed. Where the school has targeted underachieving pupils for intervention and catch-up work, the evidence indicates that these pupils are making particularly rapid progress. There is a secure overview of the effectiveness of the intervention work with some groups. A high number of pupils with specific needs have made significant progress and achieved the targets set for them. The tracking and analysis of assessment information is thorough and increasingly well used. However, given the relatively short time since the systems have been in place, it is not yet possible to evaluate whether this rate of progress is being achieved by all groups. As it becomes clear how much can be achieved in a relatively short time, the school has been setting increasingly challenging targets. The use of day-to-day assessment is improving well. The hard work put in to develop teachers' skills and knowledge so that all of them now assess pupils' attainment accurately is paying off. There is increasing evidence of that information being well used in lesson planning.

Progress since the last visit on the areas for improvement:

- improve achievement as pupils move through the school from Reception to Year 6 – good

Personal development and well-being

The improvements in pupils' behaviour have been sustained extremely well. Their positive attitudes are reflected in the way they conduct themselves around the school, and in their relationships with each other and with staff and visitors. In the assembly observed, the pupils enjoyed practising the carols and learning more about the journey made to Bethlehem; their behaviour in and out of the hall and during the singing was excellent. In the dining room and playground, pupils behave well. They talk proudly and enthusiastically about the improvements they have made and those made by the school.

The school continues to monitor pupils' attendance and punctuality closely, takes rigorous action to improve it and encourages pupils to take a role in promoting the importance of regular attendance. However, the attendance figures are still not as good as they should be.

Progress since the last visit on the areas for improvement:

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

Quality of provision

Good progress has been made in improving the quality of teaching and learning throughout the school. The key reasons for this success include leaders successfully working alongside less experienced teachers, the modelling of good practice, and ironing out inconsistencies in planning. The school has made good use of local expertise, for example support from the local authority. Consequently, there is an increasing proportion of lessons where pupils make good progress. The much improved pupil behaviour and attitudes to learning continue to have a positive impact on the quality of teaching and learning. Teachers are increasingly planning well-focused activities which engage and motivate the pupils. Teachers use a good range of strategies to capture pupils' attention, assess their understanding and enable them to concentrate on their work. For example, there is some very good practice whereby teachers pose questions to pupils when marking their work, and the pupils' responses provide clear evidence of the level of their understanding. Teachers' planning details the different range of tasks for the pupils which match their needs, and the support provided for specific groups is increasingly effective. There is more to do to ensure that pupils have sufficient opportunities to really stretch themselves and work more independently.

Across the school, more consistent marking is providing pupils with better information about how they are doing and what they can do to improve. In some classes there is very good practice where pupils are involved in self-evaluation and in responding to the teacher's challenging questions. Pupils are able to describe how they have improved and what they need to do next to make even more progress. Targets for improvement are evident on classroom walls and in books, and pupils are beginning to use these to check how well they are doing.

The provision for children in the Reception class is now good, which is a significant improvement since the February inspection when it was judged to be inadequate. The learning environment is exciting, lively and encourages the children to enjoy learning with each other, sharing and taking responsibility for some tasks. The high focus on encouraging children to articulate their thoughts and feelings is already improving their ability to explain what they have done and how they went about the task. The adults work well together as a team to ensure the children are happy and confident about trying out new tasks. The children have made good and very good progress in a short time since starting in Reception, particularly in developing their social skills.

The curriculum has been revised on the principle that learning should be active, relevant and interesting. Links between subjects are improving, particularly in the use of literacy across subjects, data handling and mathematical grids to collate scientific findings, and the use of the experiences of family to enhance the study of history, such as the Second World War. Pupils appreciate that they are now using more interesting vocabulary in their writing and are more confident in explaining the strategies they employ to solve mathematics problems. They say this is because lessons are so much more interesting.

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 – good

Leadership and management

On the last monitoring visit, the headteacher was relatively new in post and governors fairly recently reorganised and revitalised. Although very positive impact was already apparent, some aspects of leadership and management were at an early stage of development. Since then, the headteacher has rapidly established an increasingly skilful senior leadership team with clear roles, collective responsibilities, a shared vision and a determination that only the best will do. That clarity of purpose has resulted in a much stronger and distributive leadership whose influence reaches into all parts of the school. This includes the governing body, who are well organised and provide increasingly effective support and challenge. Good monitoring, modelling, training and coaching are resulting in increased consistency and enthusiasm among both the teaching and the non-teaching staff. Monitoring and support are rigorous and well focused so that no one is left behind, hence the increasing consistency. Systems are effective so that new staff know exactly what is expected of them and have thus been able to make a confident start. Core coordinator roles are beginning to develop well, and the use of senior leaders and external consultants to work alongside these colleagues is supporting their development. The school has an increasingly accurate understanding of its strengths and weaknesses; priorities for improvement are well founded and action has been

taken which has resulted in improvements in the quality of teaching and learning and in pupils' personal development. The positive impact of these improvements takes longer to be evident in pupils' attainment but the signs are optimistic.

Progress since the last visit on the areas for improvement:

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

External support

The local authority continues to provide good support. It is fulfilling its support, monitoring and evaluation functions well. The positive impact of this is particularly evident in the good progress made in the Reception class. The school improvement plan and the local authority support plan are fully integrated and the school is taking much more control over the type and timing of support and is therefore able to capitalise fully on external expertise.

Priorities for further improvement

- Use and analyse ongoing assessment information and data to evidence individual and group progress clearly.
- Build on the examples of good assessment for learning practice, particularly the involvement of pupils.