

Inspection of an outstanding school: Stewart Fleming Primary School

Witham Road, Anerley, London SE20 7YB

Inspection dates:

19 and 20 April 2023

Outcome

Stewart Fleming Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils are happy and enthusiastic learners who are extremely proud of their school. They are highly motivated and want to learn new things. Pupils work well together because leaders have promoted a respectful environment. Adults keep pupils safe. Pupils know that adults will sort any issues out quickly.

Leaders have created a culture based on high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Adults encourage pupils to be independent and behave excellently. They support pupils in developing high levels of self-control. This begins in Reception, where children are taught how to regulate their own behaviour. Pupils speak confidently about what they are learning. They do so with enthusiasm and interest.

Leaders foster a strong ethos of mutual support and teamwork within the school. Pupils support and learn from each other in lessons. For example, Year 4 digital leaders helped younger pupils to code during a computer club. Playtimes are enjoyable times. Pupils take part in a wide range of cultural experiences, for instance through visits to the theatre or a stately home.

What does the school do well and what does it need to do better?

The curriculum is ambitious and well sequenced. It is clear what leaders expect pupils to know and when. Teachers understand how to build pupils' learning progressively. They routinely recap key content in lessons. This supports pupils in remembering what they know and understand. Adults encourage pupils to explain their thinking using subject-specific vocabulary. Teaching supports pupils to draw upon their prior knowledge and skills so that they are fully ready for new content. For example, in music, Year 5 pupils used their knowledge of the major scale to improvise and create melodic chord progressions and inversions using keyboards.

Teachers address misconceptions quickly. They give instant feedback to help pupils improve. Teachers check that pupils use prior learning to deepen their knowledge. For instance, they help pupils to record and interpret findings in scientific investigations. Children in Reception explore different ways of making numbers up to 20. The early years outdoor environment is vibrant and highly stimulating. Staff plan well-considered learning experiences and use resources to develop children's imagination.

Leaders are swift in identifying the needs of pupils with SEND. Teachers adapt their teaching to strengthen and deepen pupils' understanding. Staff support pupils skilfully in reducing any barriers to their learning. This ensures that all pupils access the ambitious curriculum and achieve well.

Staff are well trained in ensuring that pupils are confident and fluent readers. Teachers deliver the phonics programme with accuracy and consistency, including those in their early teaching career. Books that pupils read match closely the sounds pupils learn and know. Adults identify those in need of additional support in learning sounds and help them to catch up quickly. Pupils enjoy reading the inspiring range of books in dedicated reading areas inside the classrooms and outside in the playground. Pupils use their reading skills with confidence as they get older. Parents and carers appreciated the advice the school provides in helping them to support their children with reading at home.

Leaders ensure the school's approach to managing behaviour is consistently applied. Pupils behave exceptionally well across the school and live up to the high expectations leaders have. They have a strong sense of the importance of education. Pupils show high levels of concentration in lessons so that learning continues uninterrupted.

Leaders promote pupils' wider personal development very carefully. They provide meaningful opportunities and ensure that all pupils participate in rich experiences. Teachers encourage pupils to understand that inequality should not be tolerated. This helps pupils to understand the importance of fairness in society. Staff support pupils to celebrate and have a growing awareness of differences. They encourage pupils to engage in debates about world issues, such as the role of biodiversity in feeding populations. Staff prepare pupils well for their next stage of learning.

Staff are very proud to work at the school. They are overwhelmingly positive about the support they receive from leaders. Staff appreciated the opportunities to learn from others and share successful practice with other colleagues, including those within the trust. Those responsible for governance are extremely knowledgeable about the school. They have high expectations of leaders and are committed to ensuring the success of every pupil. Members of the governing body are not complacent in their continued drive for excellence. They routinely check on leaders' work to make sure it is robust and of a high quality.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is taken very seriously in the school and trust. Leaders ensure that all members of staff have regular and comprehensive training. They provide additional support for vulnerable pupils and families. The pastoral team supports pupils with great care, including those with social, emotional and mental health needs. Staff know the pupils in their care very well.

Pupils are taught how to keep themselves safe, both in the community and online. For example, staff help pupils to understand signs that warn them about dangers, especially when in public.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137035
Local authority	Bromley
Inspection number	10227094
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	496
Appropriate authority	Board of trustees
Chair of trust	Richard Lockyer
Headteacher	Rachel Lincoln
Website	www.stewartfleming.bromley.sch.uk
Date of previous inspection	21 June 2016, under section 5 of the Education Act 2005.

Information about this school

- The school is part of The Pioneer Academy Trust. The local governing board carries out some functions on behalf of the trustees.
- The headteacher was appointed to the post in September 2022.
- The school makes use of one alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the chief executive officer and trustees of The Pioneer Academy, the chair of the governing board, the headteacher, senior leaders, and a range of staff and pupils.
- The inspector carried out deep dives in reading, mathematics and music. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.

- The inspector considered the curriculum in other subjects.
- The inspector considered information provided about safeguarding arrangements. This included a scrutiny of safeguarding records and the single central record. The inspector reviewed procedures and processes for safeguarding by talking to leaders and staff, and through discussions with pupils.
- The inspector considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

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