
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Cheam Park Farm Primary Academy
School Address:	Molesey Drive, North Cheam, Surrey, SM3 9UU
Hub School:	Cheam Hub

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Unique Reference Number:	3192010
Local Authority:	Sutton
Type of School:	Primary
School Category:	Academy
Age range of pupils:	3 - 11
Number on roll:	821
Head teacher/Principal:	Alison Day

Date of last Ofsted inspection:	Not applicable
Grade at last Ofsted inspection:	Not applicable

Date of Quality Assurance Review:	23 - 25 November 2016
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies	Outstanding
Pupil Outcomes	Outstanding
Quality of teaching, learning and Assessment	Outstanding
Area of Excellent Practice	
The Early Years Foundation Stage	Outstanding

Overall Review Evaluation

The Quality Assurance Review found indicators that Cheam Park Farm Primary Academy appears to be firmly within the outstanding grade as outlined in the Ofsted evaluation schedule. The school has not been inspected since it became an academy.

Information about the school

- The school is larger than the average sized primary school
- The majority of pupils are of White British heritage. The remainder come from a range of ethnic groups
- Just over quarter of pupils speak English as an additional language
- The proportion of disadvantaged pupils is below average
- About one in ten pupils has special educational needs or disabilities, which is broadly average
- Extended services from 7.30am to 6.30 pm include a breakfast club and extensive before/after-school activities.
- Cheam Park Farm Junior School was the founder of the LEO Academy Trust established in June 2015. The junior school merged with Cheam Park Farm Infants School, originally a stand-alone academy, in September 2016, to establish Cheam Park Farm Primary Academy.

Pupils outcomes

- Children make very good progress through the early years and, by the end of Reception, their attainment is typically above average. Over the last four years, a larger percentage of children reached a good level of development than those in other schools nationally.
- In 2016, pupils' attainment in key stage 1 in reading was above average by 9% at the expected level and by 22% at greater depth. Writing results were below average at expected levels by 6% but above at greater depth by 8%. Results in mathematics at expected levels were in line with national averages and above by 9% at great depth.
- In key stage 2, standards of attainment in reading were above average by 17% and by 19% at the higher level. Pupils in writing was very similar. In mathematics, the proportion of pupils reaching expected levels was 23% above average and 39% reached above average standards. The proportion of pupils reaching the expected levels in reading, writing and mathematics was well above average at 78%, compared with 53% nationally.
- The 2016 Year 6 cohort started Year 3 with significantly high attainment. The rate of progress was maintained throughout key stage 2 so that standards of attainment remained high.

- In each year group, current pupils are making at least good progress through the school. In reading, writing and mathematics there was no significant difference between the achievement of different groups to other pupils nationally at either key stage, including the small number of disadvantaged pupils.
- Assessment information reflects what was seen in lessons. As they move through the school, pupils build on their early phonic skills and most become fluent readers. Their grammar, punctuation and spelling is increasingly accurate, as evident from their writing for different purposes across the curriculum. By Year 6, pupils acquire very secure skills in mathematics. For example, they use their secure understanding of fractions and decimals to tackle problems involving ratio and the use of algebraic expressions.

School Improvement Strategies

What went well

- Senior leaders from the recently amalgamated schools have quickly and successfully developed a sense of one learning community. They have a wide range of expertise and experience. This is evident from their knowledge of best practice and their skill in communicating expectations in a supportive, non-threatening way. The exhortation to pupils to be 'the best you can be' is also the approach taken by all staff across the school.
- Systematic channels of communication have been established, even though the key stage 1 and key stage 2 buildings are not on the same site. Effective methods are already being shared between the two key stages. After the first term, January will see the start of a sequence of review and development designed to fully realise the potential of the amalgamation.
- The impact of leaders on driving improvements are evident in many aspects of the school's work. A strategic approach to improving writing at key stage 1 involved ensuring greater links between reading and writing. Pupils were also helped to improve the accuracy of their spelling through more explicit teaching of key words and a stronger focus on spelling in teachers' marking.
- Subject leaders play a significant role in identifying areas for development and addressing them. For example, as some boys lacked interest in reading and were struggling with the mechanics of writing, a range of strategies, including the choice of engaging texts and developing fine motor skills, resulted in immediate improvements.
- Central to success of leaders at every level is the rigorous and accurate monitoring of standards and relating outcomes to the quality of teaching. Year group teams meet regularly to moderate standards and ensure consistency. Leaders meet with teachers to discuss pupils' progress and to set challenging and achievable targets for individual pupils and groups. Moderation across the schools in the LEO Academy Trust also contributes to systematic review and development.

Even better if...

... following the initial review in January, a whole school development plan was to be developed, taking account of the views of all stakeholders.

Quality of teaching, learning and assessment

What went well

- There is a real wow factor upon entering the school - displays are vibrant, interesting and informative. They showcase the work children have been engaged in from across all areas of the curriculum.
- There are positive relationships across the school community which enable pupils to learn in a supportive environment. Children genuinely want to learn and take real pride in their school and the learning opportunities they are offered.
- Pupils' engagement and exceptional behaviour for learning is linked closely to the excellent relationships at all levels and the outstanding quality of teaching. All lessons seen were calm and orderly which ensured children were active learners, used resources appropriately and took risks within their learning.
- Learning environments throughout the school were colourful, relevant and engaging. Younger pupils accessed learning resources independently while older pupils spoke confidently about how they could use the environment to support their learning.
- Children are encouraged to take ownership and be responsible for their learning - the pupils' Learning Council is currently conducting a poll on the type of font that should be used to make text more accessible for all readers. They talked passionately about the pride they felt in the vast amount of wider learning opportunities that the school provide such as trips, sports teams and 'forest school'. They also valued the celebration of learning in assemblies and through the presentation of awards and certificates.
- Teachers have excellent subject knowledge across the curriculum. Technical vocabulary was modelled by teachers, and children are confident to talk about their learning, using subject specific vocabulary. They are also comfortable to ask questions of their teachers and peers about their work.
- High quality questioning was used to promote challenge and to support, enabling access to learning for different groups of learners.
- Specialist teaching in art, music and physical education is highly effective. Teachers' subject expertise is evident as they skilfully engage and challenge pupils. Good standards in these subjects are evident, not least, from the high levels of participation in musical, sport and creative activities.
- The staff are dedicated, focussed and determined. There is a sense of collective responsibility for improvement and this ensures everyone is invested in the success and progress of all learners. Teaching assistants make a very valuable contribution in lessons, which enables all pupils to fully participate at their own level.

Even better if...

- support staff were to develop higher order questioning skills to consistently and appropriately challenge all learners.
- if effective practice in marking were shared across the school to help ensure continuity and consistency in feedback to pupils.

Area of Excellent Practice

The Early Years Foundation Stage

Provision

- Children in the nursery and reception classes thoroughly enjoy learning within a vibrant, stimulating and challenging environment. Both indoors and outdoors there is a wide range of imaginatively designed activities to promote learning across all areas of the curriculum.
- Activities appeal to children's imagination. For example, children enthusiastically created 'wanted' posters for the person who had 'broken baby bear's chair'. Adults ensured that the main focus of the activity – language development - was not lost in children's excitement. They skilfully used questions to extend children's vocabulary and encouraged 'emergent writing' successfully.
- Relationships are excellent. Teachers, teaching assistants and parent volunteers work as a cohesive team. They understand the intrinsic value of learning through play that underpins many activities. Staff keep in mind the specific learning objectives that underpin adult led sessions and are adept at pursuing children's interests as they emerge. For example, playing with construction materials sparked an interest in bridges which children enthusiastically pursued.
- Staff record key aspects of children's development as they reveal their knowledge, understanding and skills in different contexts. For example, they note the extent to which children answer in a complete sentence during whole class sessions, or how their understanding of the properties of shapes are revealed during construction activities. Using an electronic 'learning journey', staff build up a cumulative picture of children's development.

Outcomes

- Children make very good progress through the early years and, by the end of Reception, their attainment is typically above average. Over the last four years, a larger percentage of children reached a good level of development than those in other schools nationally.
- Children make consistently good headway in all areas of the curriculum. All groups, including those with special educational needs or disabilities make at least good progress. Practical activities, such as counting, matching and sorting help children to quickly develop a secure understanding of early mathematical concepts.
- Staff pay particular attention to developing children's personal, social and language skills and, as a result, most children make rapid progress in these areas.
- There are occasionally some anomalies. For example, in 2015, girls outperformed boys in writing by a wider than typical margin. This gap diminished in 2016, and matched the national picture due to effective modifications to the curriculum. This included devising topics which appealed particularly to boys.

Leadership and management

- The phase leader has considerable expertise in how young children learn and has an infectious passion for early years education. This is evident in the enthusiasm, dedication and expertise of the early years staff. The collegiate approach means everyone is confident that their contributions are valued.
- Through learning walks, looking at children's work in progress and systematic observations, the leader keeps a sharp eye on the quality of teaching and learning. Effective practice is shared and further training is arranged when appropriate. For example, staff benefit from further training on the teaching phonics and how to approach guided reading. The school has established a diploma course for supporting teaching and learning, under the auspices of OCR. This reflects the school's ambition to ensure a learning community which benefits both children and adults.
- Assessment information is used to identify where the curriculum might be modified to address any gaps in children's learning and development. For example, further opportunities for children, particularly boys, to develop their gross motor skills are now provided by a sports coach. As a result of careful analysis of assessment information, a play leader was appointed and is working very effectively to develop children's language and interpersonal skills.
- A smooth transition from Nursey to Reception is achieved through close communication within the school. Staff visit pre-school settings and seek as much information from them as possible. Reception teachers plan together to help ensure the needs of all pupils are met. Planning is consistent across the four classes and resources are shared effectively. Planning meetings are rotated to ensure part-time staff can participate.
- Within this positive picture, there is no complacency. Following extensive additions to the outdoor learning areas, for example, the current emphasis is on using these as effectively as possible. Recent differences in the writing skills of boys and girls led to renewed efforts to diminish this gap; for example, additional resources to facilitate the development of fine motor skills were acquired.

Outreach

- Early years staff have supported two schools formally over the past 18 months. This has included helping schools to develop the learning environment, providing guidance on planning, data analysis and teaching, and supporting schools in the introduction of electronic learning journeys.
- Support for a local school, where the EYFS leader was new to the role bore fruit as the early years was judged good following the subsequent Ofsted inspection.
- The EYFS team makes a significant contribution to local schools. The headteacher was seconded to the LA for half a week from November to July last year and a member of the EYFS team is a moderator for the authority. The deputy headteacher has supported the local children's centre to develop safeguarding practice and performance management procedures.
- Currently, the team is sharing expertise across the LEO Trust schools.