

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Cheam Park Farm Junior School
School Address:	Kingston Avenue North Cheam Sutton SM3 9UE
Hub School:	Belleville Primary School

Telephone Number:	020 8644 8969
Email address:	cheamparkfarmjunior@suttonlea.org

Unique Reference Number:	136535
Local Authority:	Sutton
Type of School:	Junior
School Category:	Academy
Age range of pupils:	7-11
Number on roll:	418
Head teacher/Principal:	Mr P. Hedger

Date of last Ofsted inspection:	January 2010
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	4-5 November 2014
--	-------------------

QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies: Outstanding

Achievement is: Outstanding

Quality of Teaching: Outstanding

Area of Excellent Practice:

Social, moral, spiritual development Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Cheam Park Farm Junior School appears to have moved beyond the Good grade as judged by Ofsted in the school's previous Ofsted report in January 2010 and is working within the Outstanding grade.

Information about the school

Cheam Park Farm Junior School is a larger than average junior school and became an academy in 2011. The headteacher has been in post for four years since the previous inspection. Two new deputy headteachers were appointed in September 2014.

The school has fewer pupils eligible for free school meals than the national average. More pupils are from minority ethnic groups and speak English as an additional language than nationally. The proportion of pupils with a statement of educational needs or needing school action plus support is higher than the national average. The school has been designated as a National College Leadership Development school and as an ICT Advocate Centre. The learning environment has been enhanced recently by improved school buildings, sports facilities and a redesigned playground.

School Improvement Strategies

What Went Well

- A strong leadership team has been established, which has increased the school's capacity to develop and has enabled key issues to be tackled systematically. The members of the team have drive and determination, flowing from their commitment to each

and every child. Their individual roles are clear and together the team is forward thinking, creative and committed to making the school the very best that it can be.

- School improvement strategies and actions (for instance the current focus on attainment and progress in reading for the higher attaining pupils) are based on a clear analysis of the school's current situation, drawn from internal monitoring and perceptive external reviews.
- At the heart of the school's improvement strategy is a belief in the continuous development of everyone in the school. All staff have access to a range of effective continuing professional development (CPD) opportunities, for instance training of the school's teaching assistants has enabled them to take a much greater role in running targeted interventions.
- A key element of the school's improvement strategy is the appreciation of how much more pupils can achieve when they are treated as active partners in their education, are given a real voice and are proud to be members of the school. The school's excellent social, moral, spiritual and cultural (SMSC) work, and participation in the Rights Respecting School programme, has further enhanced the pupils's sense of being citizens of the school and of the wider community.
- The school seeks out new ideas and best practice, an example of which would be the excellent use of the Achievement for All programme to support the progress of disadvantaged pupils.

Even Better If...

- ...the school's self-evaluation was sharpened and simplified so it highlighted the key elements of the school's success and the key priorities for improvement.
- ...more detailed action plans for the key areas of school improvement were drawn up, which included measurable, specific targets and milestones.

Pupil Achievement

- All pupils enter this school well above average and then leave well above average in attainment in all areas. Attainment has been significantly above the national average for the past three years in all areas, except for a slight dip in reading in 2013 but this is explained very clearly and is a key priority in the school improvement plan so as to raise attainment in this area.
- In 2014, 97% of pupils achieved level 4 in reading compared to the national figure of 88%; 99% in writing compared to the national figure of 91% and 96% in mathematics compared to 88% nationally. The proportions of pupils achieving level 5 were above average in every subject. Level 6 attainment was well above national figures; mathematics 23% compared to 9% nationally, 1% in reading compared to 0% nationally, 7% in writing compared to 2% nationally.
- Last year one child achieved Level 6 reading and this is something which the school wishes to improve upon even though the national average is 0%.
- Progress over time was above the expected level in 2014 and 2012. Again a slight dip in 2013 but clear and full explanations have been given as to why this happened.

Boys' Level 5 reading is an area within school where they would like to close the gap even further between the boys (57% attainment) and the girls (69% attainment), even though both groups currently perform well above the national average. This is being looked at through reading 1:1 with members of staff including the senior leadership team.

- Pupils are making at least expected progress as they move through the school with many progressing at a faster rate. Pupils are making an outstanding 4.0+ APS progress each year. This is shown through excellent school tracking and analysis of data, monitoring and shared target setting with all teachers in pupil progress meetings. This also informs targeted interventions to support pupils to achieve. Current progress is deemed to be outstanding and this was seen in most lesson observations and many books.
- Pupils with special needs achieve as well as those nationally across all areas. Whilst pupils supported on school action plus and pupils with statements achieve better than others' nationally.
- Disadvantaged pupils make good progress compared to all other groups and this is as a result of effectively deployed staff and use of clear interventions such as Achievement for All where 75% of pupils made significant progress in the pilot scheme.
- Attendance for the school is at 98% which is significantly above the national figure and provides the pupils with the cornerstone for learning.
- 2015 attainment and progress is looking to be similar to that in 2014 data. Targets are already being set to raise attainment especially at level 6.

The school is producing kind, considerate, independent, resilient learners who are well prepared for secondary school.

Quality of teaching

All teachers were observed once, teaching a range of literacy, numeracy and other subjects.

What went well:

- Pupils were engaged and enjoyed lessons, demonstrating positive attitudes towards their learning. Teachers have developed excellent relationships with the pupils and support their learning through providing a stimulating learning environment. Excellent behaviour was observed within lessons; teacher demonstrated excellent classroom management skills.
- Pace within lessons was good which allowed pupils to deepen their knowledge and understanding. Teachers set high expectations from the start of lessons which carried throughout ensuring pupils strived to challenge themselves.
- Where the lessons were effective, pitch and pace was set right, ensuring appropriate challenge for all pupils.
- Subject knowledge was strong with teachers and pupils using effective technical vocabulary throughout lessons. Pupils were given good opportunities to apply literacy skills across different subjects.
- Teachers were able to effectively communicate with pupils; this was demonstrated through their use of questioning and addressing misconceptions within lessons.

- Teachers took risks with the lessons they delivered; within an art lesson observed, the teacher used acrylic paint and in a science lesson, computers were used to introduce the concept of magnets.
- Effective use of incentives and praise allows pupils to strive for their best in all they learn and conduct themselves within school.
- Where there was evidence of effective teaching, there was good use of modelling which supported and challenged pupils within lessons.
- Teaching assistants are deployed to a high standard and are effective in their support of pupil's learning ensuring that groups of pupils they work with make more than expected progress.
- Marking of books and moving the pupils forward through marking has started but is not yet consistently embedded.

Even better if....

- ...all teachers implemented the marking policy effectively
- ...more targeted opportunities to share best practice were provided for teachers who need support
- ...lesson planning formats were specific and included clear learning objectives, time scales and clear differentiation.

Quality of Area of Excellent Practice

The development of SMSC is exemplary across the school. Staff and governors have agreed an Academy Guarantee; a list of 25 activities and extra-curricular opportunities which are promised to every pupil during their time at the school. The activities cover a wide-range of exciting and inclusive experiences which link directly to SMSC outcomes. These include working with a sports, art or other professional, interviewing a local MP or councillor, visiting a museum and going to a live performance, raising money for charity and making links with other pupils locally, nationally and internationally.

Alongside the Academy Guarantee the school has focused on every aspect of the learning environment. Display around the school is outstanding; of particular value is the display on British values which encapsulates concepts such as democracy, tolerance and the rule of law and the map which identifies the different countries of origin of the pupils in the school but also emphasises their shared sense of community. This is reinforced by a multitude of other projects and awards the school has achieved, for instance, the Rights Respecting Schools award, Eco school status, Be the Best You Can programme and Achievement for All.

The impact of this work is demonstrated by pupils who are well-informed, have positive attitudes to learning and are keen to get involved and volunteer. Pupils are self-confident and express their views clearly through the strong pupil voice and school councils. Pupil Advocates take on extra responsibility and help younger pupils. Pupils across the school have developed a real sense of ownership and pride in their school community.

Partnerships

Extremely productive partnerships are maintained with partner academies in Sutton and through the school's links with Belleville Primary School, the school has hosted teaching students and accessed CPD opportunities for the staff. The school also offers substantial support to other schools, an example of which is the NQT and RQT programme recently supported by one of the deputy heads.

Strong links with the school's partner infant school have been forged and a much smoother transition for the pupils has now been secured. Staff liaise more closely and an annual programme of activities is now in place, including the moderation of assessments.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school has already arranged, via the Engine of Improvement, support from a Reading advisor who will visit the school in December. The school will look to Challenge Partners and its hub for support in the future.