

Cheam Park Farm Junior School

Kingston Avenue, North Cheam, Sutton, SM3 9UE

Inspection dates

19–20 November 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has successfully led the school through its conversion to academy status. He is ambitious to make the school outstanding, and his team shares his ambition.
- Pupils are highly responsible and eager to learn.
- Behaviour in and around the school is exemplary. Pupils are considerate towards others. Those from all backgrounds and heritages get on exceptionally well with one another.
- The school promotes pupils' spiritual, moral, social and cultural development extremely strongly.
- The school keeps its pupils very safe.
- Pupils' rates of attendance are consistently high.
- Leaders and governors work effectively together to ensure that teaching and pupils' achievement are improving and are consistently good.
- Leaders offer valuable advice on improving the quality of teaching. They make sure that their advice is followed up.
- Governors provide effective and knowledgeable support to leaders.
- Pupils learn a wide range of subjects and are well prepared for the next stage of schooling.
- Pupils have excellent opportunities to learn a wide variety of skills outside the classroom in the many exciting and oversubscribed clubs. Music is a particular strength of the school.
- Teaching is consistently good and meets the needs of pupils of all abilities. This ensures that all make good progress.
- Pupils are well informed about what they are going to learn, and encouraged to reflect on what they have learnt.
- Marking in pupils' English and mathematics books offers considerable guidance on how to improve.
- Pupils achieve well at the school. Their attainment throughout the school is consistently high.
- Pupils make consistently good progress from their starting points when they join the school.
- Leaders accurately identify groups in danger of falling behind in their learning. They quickly put effective support in place. Support teachers and teaching assistants make a valuable contribution to their learning.
- Effective support means that groups, such as disadvantaged pupils, and those who are disabled or have special educational needs, make good progress.

It is not yet an outstanding school because

- Marking in pupils' topic and science books does not consistently provide pupils with enough guidance on how to improve. Some work in these books is not up to the best that pupils can do.
- Middle leaders, such as year leaders, do not always get enough opportunities to play a full part in checking the quality of the teaching.

Information about this inspection

- Inspectors visited 28 lessons across a range of subjects. Most were observed jointly with the headteacher, deputy headteachers or the assistant headteacher.
- Inspectors spoke to a number of pupils, listened to them read and looked at samples of their work. An inspector met a group of pupils to hear how they felt about the school.
- Meetings were held with senior and middle leaders, including those who hold responsibility for specific subjects. At the invitation of the school, a meeting was held with an advisor from the local authority and an external advisor to the school. A meeting was held with the Chair of the Governing Body together with four other governors.
- Inspectors took account of the views of staff in 29 questionnaires.
- Inspectors spoke to a number of parents during the inspection, and took the school's own parent questionnaire into account. Inspectors took account of 36 responses to the online survey, Parent View.
- Inspectors observed the school's work and looked at a range of documents. These included the school's own views of how well it is doing, its plans for the future, and the minutes of meetings of the governing body.
- Inspectors considered a range of evidence on pupils' attainment and progress. Inspectors also examined safeguarding information, and records relating to behaviour and safety.

Inspection team

Natalia Power, Lead inspector

Additional Inspector

Ken Bryan

Additional Inspector

Matthew Klimcke

Additional Inspector

Full report

Information about this school

- Cheam Park Farm Junior is larger than the average-sized primary school.
- The school converted to become an academy school on 1st April 2011 under the management of the Cheam Park Farm Junior School Trust. It has not previously been inspected as an academy school. When its predecessor school, also called Cheam Park Farm Junior School, was last inspected by Ofsted, it was judged to be good overall.
- The proportion of disadvantaged pupils eligible for the pupil premium, at around one in eight pupils, is lower than average. This additional government funding is used to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- Around one third of pupils come from minority ethnic heritages. This proportion is a little higher than average. Pupils come from a wide range of backgrounds with no one group predominating.
- Around a quarter of pupils speak English as an additional language. This proportion is a little higher than average.
- About one tenth of pupils are disabled or have special educational needs. This proportion is a little higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the marking of topic and science books so that it gives pupils as much helpful guidance as does the marking of English and mathematics books.
- Give subject leaders and year leaders more responsibility for improving the quality of teaching, by enabling them regularly to share in the observation and assessment of teaching.

Inspection judgements

The leadership and management are good

- The headteacher has created a strong team who support him fully. This is clear from the wholly positive responses to the staff questionnaire.
- Other stakeholders, such as parents and governors, also rightly praise his innovative actions aimed at making the school outstanding. For example, pupils are given a forum, the learning council, to tell teachers and leaders how well they are learning and what might be improved.
- Involving pupils in this way has created a culture where pupils take considerable responsibility for themselves and others. This makes them thoughtful and considerate, and this is why behaviour is outstanding.
- Leaders and governors make sure that pupils are prepared successfully for life in modern Britain. They understand the values involved in being a Rights Respecting School. Inspectors observed two assemblies on Malala Yousafzai, shot by the Taliban for defending the rights of girls to education. Using their own words, pupils showed that they understood the issues and felt strongly about the importance of education for all.
- Such values are at the heart of the school's commitment towards equality of opportunity for all. Good relations are fostered, and there is no discrimination against others.
- Leaders check the progress of all pupils carefully. They make sure that no group is left behind. This is why pupils make consistently good progress.
- Leaders have an accurate understanding of where the school is and where they want it to be. They are ambitious to make it outstanding. Their plans cover the right priorities.
- The headteacher and his senior leaders provide good leadership of teaching. Their judgements are accurate, and they make sure that their advice is followed up. However, subject and year leaders are not sufficiently involved in checking the quality of the teaching for themselves. They cannot then provide the close day-to-day guidance teachers need to make sure they are always teaching to the highest level.
- Though the school is no longer within local authority control, leaders maintain close contact with the local authority through regular visits from its head of improvement and support, and with a number of external consultants. Leaders are open to working with these partners and make good use of their suggestions.
- The subjects that pupils learn ensure that they effectively gain skills in reading, writing and mathematics, together with a broad range of other subjects. These give them the skills they need to move confidently to the next stage of schooling.
- Pupils are spoilt for choice with the range of exciting sports competitions, clubs and other activities that enrich their learning. Music is a particular strength. Pupils learn a wide variety of instruments, and are also given the opportunity to sing out confidently in choirs and assemblies.
- **The governance of the school:**
 - Governance is effective. Governors know the school well and test its work for themselves. Minutes show that they are ready to ask searching questions. They share the leaders' ambition to make the school outstanding. They support leaders in enabling the school and parents to work closely together.
 - Governors accurately know how well pupils are doing in relation to those in the country as a whole. They are confident in interpreting school and national figures on progress. They understand the areas in which the school needs to develop, such as in improving marking across all subjects.
 - Governors visit classes to see the quality of teaching and learning for themselves. They work closely with senior leaders to ensure that good teaching and management skills are appropriately rewarded. They are aware of where support has been provided to improve teaching where it has been less strong. In this way they secure good value for money.
 - Governors spend wisely the additional funding for disadvantaged pupils and for sports participation. As a result, there is no gap between how well disadvantaged and other pupils do. The sports funding is used effectively to encourage pupils to try out a wide range of activities and to ensure that staff are trained to continue the good work in the future.
 - Governors make sure that the school keeps pupils completely safe and that those who work with them are rigorously checked. Safeguarding arrangements meet statutory requirements and these are effective.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. They are eager to learn. Behaviour in lessons and around the school is exemplary. Pupils are orderly when moving round the somewhat cramped corridors.
- Pupils told inspectors that they seize on the many chances the school gives them to take responsibility for others and to voice their views. Participation in all sporting contests and musical events is high, and the huge numbers of clubs are oversubscribed.
- Pupils told inspectors that bad behaviour, in the words of one pupil, is 'unheard of'. Minor incidents are dealt with quickly and effectively by the adults. School records confirm that such incidents are very rare.
- The excellent behaviour reflects the school's extremely strong promotion of pupils' spiritual, moral, social and cultural development. Pupils celebrate a wide range of faiths and cultures. They are encouraged to think deeply about the world around them, for example by acting as 'eco-warriors' and by promoting sustainable travel to school. They get on exceptionally well with one another, and the school is highly inclusive.
- Pupils' attendance is high, reflecting their eagerness to come to school.
- Parents who spoke to inspectors, or who responded to the school's questionnaire and to Parent View, were positive about behaviour and the way it is handled. A number commented on the warm, welcoming nature of the school, describing it as a 'community'.

Safety

- The school's work to keep pupils safe and secure is outstanding. The school goes to great lengths to ensure that adults who come into contact with children are rigorously checked. Accident records are kept meticulously. School trips are carefully planned to ensure that all possible risks are covered. The site is safe and secure.
- Pupils feel completely safe at school. They confirm that there is no bullying. They showed through their answers to inspectors' questions that they understand the different forms bullying can take, such as cyber-bullying.
- Pupils are taught how to keep themselves safe when out and about. They understand how to deal with possible dangers from strangers, from fire, or when using computers.

The quality of teaching is good

- Teaching over time is consistently good. This leads to pupils throughout the school making good progress in their learning.
- Teaching meets the needs of pupils of all levels of ability. This is because teachers are ready to adapt their questioning to pupils' individual needs.
- At the start of lessons pupils are clear about what they are going to learn. At the end, they are helped to reflect on what they have learned. Such clarity in the teachers' planning helps pupils to make consistently good progress.
- Support teachers and teaching assistants work effectively within lessons and in small groups to support those with a range of additional needs. As a result of such care, pupils in these groups make good progress in their learning.
- The teaching of mathematics is effective in helping pupils understand mathematical concepts and make good progress. In one Year 4 mathematics session, for example, pupils demonstrated two different ways of multiplying a three-digit number by a one-digit number. This task engaged the pupils, as they were able to decide for themselves which method suited them better, and why.
- Pupils who read aloud to inspectors told them the school encouraged them to read at school. They were able to discuss the books they enjoy, both at school and at home. Such regular encouragement promotes pupils' good progress in reading.
- Literacy is a strong focus of the school. Pupils are effectively taught comprehension, spelling and unaided writing, all designed to promote their literacy skills. As a result, pupils do very well in the Year 6 tests of their ability to spell, punctuate and use grammar correctly.
- Pupils' English and mathematics books give evidence of good teaching and learning, with individual needs being met. The marking in these books also shows that pupils receive helpful guidance on how to

improve.

- However, pupils' other books, such as for topics and science, are not always marked to the same high standard. As a result, pupils do not always take enough care when completing their tasks, and progress in these subjects is more variable than it is in reading, writing and mathematics.

The achievement of pupils

is good

- Pupils achieve well and make good progress in their learning throughout the school. Progress within each year group and across subjects is consistently good.
- Most pupils arrive with skills in reading, writing and mathematics that are well above average. Through consistently good teaching, pupils make good progress, leaving Year 6 with attainment that is consistently much higher than average, and is on a rising trend.
- No group falls behind. This is because pupils receive the support they need at the time they need it. As a result of the leaders' watchfulness in checking their learning, all groups make similarly good progress. Disabled pupils and those who have a range of special educational needs do better than similar pupils nationally.
- Pupils who speak English as an additional language receive the right amount of support, and do as well or better than others.
- The most able pupils achieve well. They make similar progress to the most able pupils in other schools across the country. Those who aim for Level 6, a high level for primary school pupils, are given additional support. This enabled a higher than average proportion to reach Level 6 in mathematics and in writing in 2014.
- Disadvantaged pupils do very well at the school. Their learning is carefully checked by teachers and leaders, and governors take a close interest in how well they are doing. As a result they typically make similar progress to others in the school in all subjects, and make better progress than disadvantaged pupils in other schools across the country.
- The attainment of disadvantaged pupils shows a similar pattern. There is no appreciable difference between the results of disadvantaged pupils in reading, writing and mathematics and those of other pupils in the school. Compared with similar pupils across the country, disadvantaged pupils at the school outperform the national average by around one term in all subjects.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136535
Local authority	Sutton
Inspection number	444165

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Academy converter
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair	Jackie Saddington
Headteacher	Phillip Hedger
Date of previous school inspection	Not previously inspected
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