

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

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

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Unique Reference Number:	136535
Local Authority:	Sutton
Type of School:	Junior
School Category:	Academy
Age range of pupils:	7-11
Number on roll:	420
Head teacher/Principal:	Mr P. Hedger

Date of last Ofsted inspection:	19-20 November 2015
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	23-26 November 2015
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies: Outstanding

Outcomes for Pupils is: Outstanding

Quality of Teaching, Learning and Assessment: Outstanding

Areas of Excellent Practice: SMSC Confirmed
PE and Sport Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Cheam Park Farm Academy appears to have moved beyond the Good grade as judged by Ofsted in the school's previous Ofsted report of 19-20 November 2014 and is working just within the Outstanding grade.

Information about the school

- Cheam Park Farm Junior is a larger than average sized school.
- The proportion of pupils who are disabled or who have special needs is broadly average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium is lower than average.
- The number of pupils from minority ethnic heritages is a little higher than average.
- The number of pupils who speak English as an additional language is a little higher than average.
- The school has recently established a multi academy trust called the LEO Academy Trust. From January 2016 they will be sponsoring a local junior school.

School Improvement Strategies

What Went Well

- The rich and wide curriculum and the many opportunities it offers, particularly in SMSC, Music and Sport & PE, inspires and motivates pupils in their learning.
- The school has very good assessment and tracking systems and procedures in place which ensure that no pupil is allowed to fall behind.
- The strong leadership team work very well together and share the ambition, drive and passion to enable the school to move forward.
- Middle leaders are increasingly able to articulate their roles and responsibilities and the impact they are having on the quality of teaching and learning.
- The CPD opportunities offered both build knowledge and enable good practice to be distributed across both Cheam Park Farm and hub schools.
- The school welcomes new ideas and initiatives and is open and outward facing which successfully brings in new developments which impact on school improvement.
- There is a strong sense of all staff wanting the school to improve which is shared across the school.
- The school makes the most of local partnerships which maximise on professional dialogue.
- The clear and effective organisation and systems impact positively on the school's ability to move forward.
- Careful analysis allows leaders to highlight gaps in provision and progress and to plan for new initiatives and developments, for example in the introduction of the Singapore Maths programme.
- Pupil voice at all levels is planned for carefully and enables pupils to be articulate about their views and knowledgeable about changes to their school.
- Thoughtful and measured work is being done to develop and implement the new curriculum with confidence and self-reflection.
- All staff, and often pupils, are involved in improvements and there is a clear and strong rationale which underpins these.

- Recruitment and retention, particularly in the current climate, is good. This is supported by school actions and by a positive use of the Performance Management Policy.
- The school has recently set up a multi academy trust and will be sponsoring a local junior school from January 2016. Senior leaders have carefully planned for this venture and have successfully recruited staff for the new school to ensure that Cheam Park Farm Junior is not over-stretched. However, they have also planned opportunities for staff to both disseminate good practice and to develop their leadership skills in the new school.

Even Better If...

...feedback and marking is developed in all classes to provide opportunities for deeper questioning to enable pupils to make articulate responses or to provide for additional challenge.

...the Marking Policy is reviewed to make decisions which increase consistency and possibly an attention to detail, for example, in the marking of spelling and grammar.

...liaison with the feeder infant school is developed to make use of new opportunities for discussion. These include cross-phase moderation involving the infant school and the new multi academy trust junior school and their feeder infant school, using the new curriculum and new assessment systems.

...the school meets with leaders of junior schools with a similar context of high achieving year three admissions to discuss successful ways of increasing the numbers of pupils that make more than expected progress.

...a review is made of the Year 3 baseline assessment procedures and content to ensure that it provides the best opportunities to confirm the end of Year 2 assessments and to develop learning in Year 3.

Pupil Outcomes

- Pupils join Year 3 with levels significantly above average in all subjects.
- The school carries out its own baseline assessment which confirms that levels are high but which also enables them to take action to close any gaps or drop in levels that have occurred.
- Attainment by the end of Year 6 is very high in all subjects and at all levels in comparison to national averages.
- From the end of Year 2 statutory assessments all pupils make good and, sometimes, outstanding progress. The school's data using the baseline assessments show that progress is overall outstanding.

- Lower attaining pupils make more than expected progress but pupils who enter at level 2b and level 3 sometimes make expected progress, particularly in reading.
- There is a very small in school and national difference in the progress and attainment of disadvantaged pupils, particularly in Mathematics.

Quality of teaching, learning and assessment

What Went Well

- There is a high level of vocabulary in lessons in line with the new national curriculum expectations.
- Staff are open to and welcome visits to their classrooms to both appreciate the teaching and learning and to provide feedback for further developments.
- The introduction of a single exercise book for all subjects except mathematics is providing opportunities to raise the quality of marking in all subjects. It is also enabling the development of cross-curricular work and coverage.
- The Excellent Learning system is valued by pupils, staff, parents and visitors and the pupil Learning Council have developed this as part of the school reward systems.
- Lanyards with learning focus roles used in class successfully give responsibility to pupils.
- There is a strong sense that learning is owned by pupils arising from the measures to increase pupil voice which include the Learning Council.
- The introduction of post-it notes on which learning targets are written have positively impacted on the quality of pupils' self- evaluation.
- There is a thoughtful, reflective approach to developing the quality of teaching and learning which leads to innovative and personalised learning.
- The deployment of year group leaders to support teaching and learning is enabling the school to quickly address any issues practically and supportively.
- The curriculum has breadth and depth and provides many opportunities for learning and inspires and motivates pupils by the inclusion of high quality provision in, for example, Music, SMSC and PE & Sport.
- Pupil work, both on display and in exercise books, is well-presented and of a high quality.
- Teachers show commitment to planning and support for colleagues by their design and use of modelled lessons, for example in saved power points.

Even Better If...

...the use of formative strategies within each lesson were further developed in, for example, the use of mini-plenaries.

...a system is developed for showing the progress teachers are making in improving the quality of teaching and learning in their class or group which is shared with individual teachers and is used to plan both group and individual CPD.

...the school makes a plan for developing their ideas to move from a judgemental approach to improving the quality of teaching and learning to a more peer supported approach by introducing learning communities which will compliment the performance systems already in place.

...increase the opportunities for pupils to deepen and develop their learning by providing more activities which allow the application of skills, for example, in Mathematics.

Quality of Area of Excellent Practice

SMSC provision has already been established as an area of excellent practice across the school.

The quality of Physical Education and Sport across the school is exceptional. The school has received the School Games Award for the last two years in succession in recognition of their commitment, engagement of pupils and staff, for the delivery of competitive school sport and for promoting outstanding sporting activities for the pupils.

The school runs over fifty different sports teams each year across more than twenty sports and organizes twenty five sports clubs a week for the pupils. Annually, more than 80% of pupils participate in extra-curricular school sport and in 2014/2015 61% of pupils represented the school in competitive inter-school sports fixtures.

The school has analysed the take-up of extra-curricular sport and PE and used the information to target individuals and groups to provide incentives which impact on areas such as improving attendance, punctuality and engagement in learning.

A London based PE provider, Fit for Sport, uses Cheam Park Farm as the lead school.

There is a comprehensive programme of CPD which ensures that teachers can skillfully deliver PE and Sports lessons with the support of the co-ordinator. Pupils are involved at all levels; as sports leaders, as coaches for lunchtime activities and in both intra and inter-school competitions. Consequently there are above average outcomes in PE and Sport for most learners by the end of KS2.

The school runs CPD courses with both the Belleville Teaching School Alliance and Sutton Local Authority and the co-ordinator is currently seconded for half a day a week to work with local partnerships to develop links and promote PE and Sport. The school is also intensively supporting a link sponsored academy.

This has been achieved by excellent leadership and management actions such as the appointment of a non-class based PE leader to best utilize the Primary Sports Premium, supporting the co-ordinator to achieve a wide range of coaching qualifications, planning for the engagement of pupils and a commitment to high quality CPD for staff.

The quality of PE and Sport as an Area of Excellent Practice is exceptional and is accredited at this review.

Partnerships

How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?

The school has received significant support from the hub lead, Belleville Primary. Support has been received in developing the teaching of reading which was sourced through the Challenge Partners directory.

A visit was made to Eleanor Palmer Primary in Camden to develop marking, writing and challenge for the more able.

How have you worked with, or supported, other schools in Challenge Partners?

The school has visited and worked with several outstanding schools within the Challenge Partners network, including opportunities for senior and middle leaders to work together collaboratively.

The school supports others within the Challenge Partners network by helping to run and develop staff through CPD courses, for example for NQTs and in PE and Sport across the Belleville Teaching School hub.

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?

Following discussion with the head teacher, the school would like some additional support in finding schools in a similar context to Cheam Park Farm Junior in that pupils enter the school with high attainment in the KS1 SATs and that the school enables many pupils to make more than expected progress by the time they take the statutory KS2 SATs.