

# Cheam Park Farm Infants' School

## Inspection report

---

<b>Unique Reference Number</b>	102966
<b>Local Authority</b>	Sutton
<b>Inspection number</b>	335995
<b>Inspection dates</b>	1–2 December 2010
<b>Reporting inspector</b>	Gina White HMI

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

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	366
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Cook
<b>Headteacher</b>	Alison Day
<b>Date of previous school inspection</b>	14 May 2007
<b>School address</b>	Molesey Drive Sutton SM3 9UU
<b>Telephone number</b>	020 86447415
<b>Fax number</b>	020 82555532
<b>Email address</b>	cheamparkfarminfants@suttonlea.org

---

<b>Age group</b>	3–7
<b>Inspection dates</b>	1–2 December 2010
<b>Inspection number</b>	335995

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Inspectors observed 15 lessons taught by 12 teachers. Meetings were held with parents, groups of pupils, governors and staff. The team observed the school's work and looked at safeguarding policies and documentation, the tracking of pupils' progress and plans, school plans, reports and evaluations. Questionnaires from staff and 102 parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The achievement of gifted and talented pupils to determine whether teaching is sufficiently challenging for them.
- The extent to which assessment supports learning in relation to promoting pupils' excellent progress in the foundation subjects.
- The effectiveness of monitoring and strategic planning in tackling areas of relative weakness and sustaining high performance.

## Information about the school

Cheam Park Farm is a larger-than-average infant school. Approximately half of the children have attended the school's nursery. Most pupils are White British and just over a quarter of pupils are from minority ethnic groups, predominantly from Asian backgrounds. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is below average. The school is part of a virtual children's centre. The school provides the extended schools core offer and has achieved various awards including National Healthy School Status, an Activemark and an Eco-Schools Silver Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Cheam Park Farm Nursery and Infants excels in the education and care of pupils. Parents support for the school is overwhelmingly positive; relationships and communication between school and home are first rate. Pupils, including those with special educational needs and/or disabilities, are happy at school and their achievement and enjoyment are outstanding. Pupils are very enthusiastic about their school and the work they are doing. They feel exceptionally safe because the school provides them with outstanding levels of care, guidance and support. Their behaviour is exemplary. Pupils are valued as individuals and there is a strong feeling of mutual respect which underlies all relationships, including those between adults and pupils.

The outstanding Early Years Foundation Stage provides children with an excellent starting point. Skills of independent learning are fostered here and children make very good progress in their basic skills. This continues through the school leading to high levels of attainment in English, mathematics and information and communication technology (ICT), preparing pupils very well for the next stages of their education.

Lessons are consistently good or better. Accurate assessments, across a wide range of subjects, help teachers to plan carefully for the needs of all pupils. Teachers' enthusiasm and very good subject knowledge are used to good effect to encourage pupils to do their best. For example, Year 1 pupils concentrated well when planning and writing their first extended stories of their exploits on 'One Snowy Day'. Teachers have high expectations of all pupils, including those who are gifted and talented. Pupils rise to these expectations, for example by introducing exciting twists and turns into their storytelling. Pupils have very good attitudes to learning and are keen to try competitive and challenging activities such as the mathematical problems in the Year 1 'challenge zone', or those which they set for themselves using interactive software. The outstanding curriculum provides pupils with a wide range of stimulating and memorable experiences, from languages such as French and Spanish to sport. Pupils are enthusiastic about their learning because the curriculum is appropriate and fires their imagination. Good links with other schools and outside agencies support pupils' learning and well-being.

Leaders and managers are driving the school forward with an outstanding sense of purpose. The headteacher, supported by other leaders in the school, has tackled rigorously the issues identified in the last inspection report. Despite an impressive track record of consistently high and improving attainment, leaders are not complacent. Development planning is detailed, and monitoring and evaluation systems continuously look for further improvements, particularly in the quality of teaching and learning. This, together with the rigorous and perceptive evaluation of its own effectiveness, demonstrates the school's outstanding capacity to improve even further. Governors are well informed and provide appropriate challenge and support to the school in their areas

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

of expertise, However, they are not yet involved as fully as they could be in strategic planning across the breadth of the school's work.

Excellent links have been forged with parents and carers and effective use is made of the extended school resources to support them and to enable them to assist their children's learning. The school community is cohesive and harmonious. Global links are beginning to develop, starting with a school in Kenya, but the school has yet to implement its plans fully in expanding community cohesion widely beyond the school.

## **What does the school need to do to improve further?**

- Develop the role of governors in strategic planning across all the school's work.
- Implement plans to develop pupils' understanding of the community beyond the school.

## **Outcomes for individuals and groups of pupils**

**1**

Pupils enter the school with levels of attainment that are slightly above expectations for their age. They settle quickly into school life and make excellent progress so that the attainment of all groups, including those at the early stages of learning English, is high by the end of Key Stage 1. Gifted and talented pupils are successfully achieving beyond Level 3. The quality and accuracy of pupils' writing, particularly boys' writing, have improved significantly and pupils consistently met their targets in 2010.

The school has worked hard to promote the importance of attendance which is above average. Pupils show confidence in completing their tasks, listen well to staff and to each other and are able to concentrate for long periods. Their enthusiasm is firmly demonstrated in their effort and prodigious amount of work. Pupils' spiritual, moral, social and cultural development is excellent. They know how to stay safe, and why eating healthily and taking exercise is important. Pupils understand the school's code of conduct and their responsibilities. They make decisions for themselves in their work and play, demonstrate care and are sensitive to the feelings of others. They participate enthusiastically in singing and prayer and reflection in assembly. Pupils are beginning to learn about other cultures and are developing an awareness of the environment. They willingly take their turn to undertake responsibilities, such as being school councillors, and enjoy participating in enterprise activities, solving problems and working within a budget. This, together with their well-developed basic skills and ability to use ICT, prepares them exceptionally well for the future.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers have very good subject knowledge and their expectations of all pupils are consistently high. They make excellent use of information gained through assessments of pupils' progress to plan lessons according to their different needs and lessons have a lively pace. Teachers and support assistants work effectively as a team. They know pupils very well and successfully build upon their previous knowledge and understanding in making links in their learning. They engage pupils actively in lessons, for example by making effective use of ICT and other resources to support numeracy, aiding them in making electric circuits, recognising the time in music or keeping to the beat in dance lessons. Pupils are clear about what they have to do because staff demonstrate activities very well. For example, in one Reception class the teacher successfully modelled the reading of a story which enabled two pupils to read it successfully to the whole class, engaging their interest and attention. Success criteria and targets are used effectively in Years 1 and 2 and support pupils in recognising the strengths and areas for development in their own work and that of their peers.

The curriculum is broad, well supported by visits and visitors and provides a rich diet of learning experiences. Staff adapt the curriculum exceptionally well to meet pupils' needs. For example, a small group of pupils, vulnerable because of their circumstances, are supported in making progress in swimming, while adaptations to the Year 1 curriculum enable pupils to make a smooth transition from the Early Years Foundation Stage. The

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

impact of the school's partnership and their work in developing teachers' specialist skills and confidence are well reflected in pupils' enjoyment and enthusiastic participation in high-quality music and singing and in the confident teaching of physical education and sports. Enrichment, in the form of international week, when the food and culture of different countries are celebrated, is eagerly anticipated and enjoyed by pupils.

Care, guidance and support for all pupils are excellent. Policies and referral procedures are well organised and securely in place to ensure the health, safety and well-being of pupils. They are closely monitored and the impact they have is regularly evaluated. Effective partnership links with health and care professionals enable quick access to advice and support. Staff support pupils and their families in any way possible, for example during induction and transition to different classes. Pupils attending the breakfast club enjoy the calm and pleasant start to the day it provides.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and senior leaders provide a very clear vision for the school. The drive for continuing improvement is embedded in the systematic scrutiny of pupils' progress, accurate monitoring of the quality of teaching and learning and meticulous feedback to staff. This drive underpins the accuracy of the school's self-evaluation and the swift action taken to tackle potential weaknesses. Investment in the training and development of staff has supported curriculum development and successfully distributed leadership throughout the school. All staff are involved in development plans and held accountable for their areas of responsibility. The governing body is supportive of the school, prudent in matters of finance and methodically reviews the procedures for safeguarding staff and pupils. Governors are becoming more involved in strategic development and planning in order to hold the school even more closely to account. The school enables all pupils to achieve highly, no discrimination is evident, and integration and equality are very strong elements of its work. The school listens to the pupil voice and has acted upon pupils' suggestions, for example by introducing croissants and activities to celebrate French day. The school has made a good start on the promotion of community cohesion within the school and through its work at home and abroad and has a well-defined plan to develop its work further. The impact of the school's work on pupils' outcomes is outstanding and it provides excellent value for money.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Children enter the nursery with starting points that are as expected for their age. They make excellent progress, particularly in their social and emotional development, and the majority leave the Reception classes with skills that exceed the early learning goals. High-quality provision and outstanding levels of individual care and guidance underpin their achievement. Teachers and other adults help children develop their language skills through targeted questions and by providing very good examples of how to speak in sentences. Consequently, their speaking and listening skills are developing very well. Those who are new to English are given individual support to ensure they can quickly communicate with adults and their friends. Regular and enthusiastic teaching of the sounds that letters make ensures that children develop the building blocks for reading. An excellent balance between indoor and outdoor, and teacher-led and child-initiated activities, stimulates and engages children fully in work and play.

The curriculum is flexible and changes to meet the needs and interests of individual children. For example, during the inspection the children particularly enjoyed playing in the snow and throwing snowballs safely at a target. Lessons engage children and ignite their imagination. Under the careful guidance of adults, they are developing independence and confidence in their learning. Adults' concern with the welfare and progress of individual children is outstanding. Well-focused observations and assessments inform the next steps in their learning so that children can develop confidently and at their own rate. The leadership is ambitious for children and highly focused on promoting their exceptional achievement. Teaching and the curriculum are regularly reviewed and analysed to ensure the provision consistently meets the learning styles and needs of all children. Parents and carers appreciate the open and inviting atmosphere in the nursery and it is here that the foundations of very good parent and carer partnerships are laid which continue through the school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The overwhelming majority of parents and carers who expressed their views were full of praise for the school's work. All agreed that they were happy with their children's experiences at Cheam Park Farm Infants and that their children enjoyed school. A consistent theme in parents' responses was the positive difference the school has made to their children's progress and confidence. The following comment is typical of those received. 'I am amazed at what the teachers fit into each day and the learning that is achieved.' A small number, no more than one or two people in each case, expressed concerns about a range of issues. The inspection team judges the school to be outstanding and findings confirm parents' and carers' positive views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheam Park Farm Infants to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 366 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	85	15	15	0	0	0	0
The school keeps my child safe	80	79	21	21	0	0	0	0
My school informs me about my child's progress	66	65	34	33	2	2	0	0
My child is making enough progress at this school	66	65	35	34	1	1	0	0
The teaching is good at this school	71	70	30	28	0	0	0	0
The school helps me to support my child's learning	74	73	27	26	1	1	0	0
The school helps my child to have a healthy lifestyle	65	41	36	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	53	43	47	0	0	0	0
The school meets my child's particular needs	64	41	35	35	1	1	0	0
The school deals effectively with unacceptable behaviour	62	64	34	35	1	1	0	0
The school takes account of my suggestions and concerns	51	59	35	40	1	1	0	0
The school is led and managed effectively	75	74	25	25	1	1	0	0
Overall, I am happy with my child's experience at this school	80	79	22	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 December 2010

Dear Children

**Inspection of Cheam Park Farm Nursery and Infants' School, Sutton SM3 9UU**

Thank you for your help in the inspection and talking to the other inspectors and me about your work and your school.

We found that your school is providing you with an outstanding education. We were very impressed by how much work you do in lessons, and how confident and independent you are. Your teachers plan your work very well and your reading, writing and numeracy skills are well above average for your age. You listen carefully to the staff and each other and your behaviour is excellent. Your singing in assembly was fantastic and Year 2 pupils demonstrated superb dancing. You are learning how to keep yourself safe and help others. Children in the Reception classes enjoyed the snow safely and were careful when throwing their snowballs.

All the staff care for you and support you very well so you feel happy in school and can concentrate for such a long time on your work. The headteacher and senior staff keep a careful check on your work and attendance and know how to make your school even better. They listen to your ideas too, and have already introduced croissants and jam to celebrate French day.

To help staff make your school even better we have asked them to help you learn more about communities beyond the school. Governors do a good job, particularly in managing the school's budget and making sure you are kept safe, but we have asked them to become more widely involved in planning the next steps for the school.

You can help your school by continuing to be enthusiastic learners and doing your best. Thank you once again for your help in this inspection.

Yours sincerely

Gina White

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**