

<b>Name of School:</b>	Cheam Common Junior School
<b>Head teacher/Principal:</b>	Phillip Hedger
<b>Hub:</b>	Cheam
<b>School type:</b>	Junior Academy
<b>MAT (if applicable):</b>	LEO Trust

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	30 October – 1 November 2017
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	21 November 2016
<b>Grade at last Ofsted inspection:</b>	Not yet inspected as an academy
<b>Date of last Ofsted inspection:</b>	Not yet inspected as an academy

## Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Outstanding
<b>Quality of Teaching, Learning and Assessment</b>	Outstanding
<b>Area of Excellence</b>	None put forward
<b>Previously accredited valid Areas of Excellence</b>	N/A
<b>Overall Estimate</b>	Outstanding

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements. **This was discussed at the final meeting, with particular reference to outcomes. Currently, evidence for other areas of the curriculum are less evident.***

## 1. Information about the school

- The school is larger than the average-sized junior school.
- The majority of pupils are of White British heritage. The remainder comes from a range of ethnic groups. Around one fifth of pupils speak English as an additional language (EAL). This has increased recently, with a larger number of pupils joining the school with no or very little English upon arrival to the school.
- The proportion of disadvantaged pupils is broadly in line with the national average.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is above the national average for SEND support and in line with the national average for SEND with statement or an education health care plan (EHCP).
- Extended services include breakfast, after-school and holiday clubs. These enable the school to provide care for over 50 weeks per year.
- The school became part of the LEO Multi Academy Trust (MAT) in January 2016.
- At the time of the review, pending the appointment of a headteacher, the school is led by the executive headteacher, who is also the CEO of the LEO multi-academy Trust.

### 2.1 School Improvement Strategies - Follow up from previous review

- All leaders have developed their skills significantly since the previous review. This development is a result of planned coaching using the expertise within the MAT or that of the executive headteacher. Sustainability and capacity within the school are evident. The assistant headteachers play a key role in monitoring and strategic planning. Middle leaders are responsible for year groups and lead weekly planning and standards meetings to drive school improvement.
- Questioning is now a key strength of the school because of the relentless focus on assessment for learning as part of professional development training.

### 2.2 School Improvement Strategies - What went well

- The clear vision sets high expectations for all and is achieved through a culture of rigorous monitoring and appropriate support. A continual drive for improvement is central to whole school ethos. Leaders, teachers and pupils strive continually for excellence.
- Links with and support from the wider MAT continue as appropriate, for example, with the unified approach to assessment through 'Pupil Asset' and a transition to sustainable leadership is apparent since the last review.
- Distributed leadership is strengthened through ongoing professional development. This is a planned approach focussed on modelling, where senior leaders coach and rehearse the monitoring foci with middle leaders prior to meetings about

- standards.
- Coaching and mentoring to spread good practice is strategic, with year groups led by a key member of middle leadership. The teaching and learning lead supports their leadership and monitors teaching to plan further support and ensure impact. This is rapidly improving the quality of teaching across the school.
  - The MAT assessment system 'Pupil Asset' has improved summative assessment and enhanced the process for setting challenging targets linked to prior attainment. This drives accountability in lessons. Colour 'banners', matched to pupils' target expectations on each piece of work, mean that monitoring of the match of work is efficient and well focussed. Individual pupil assessment information increasingly supports formative assessment for planning and teaching.
  - The consistent focus on improving teaching has strengthened expertise. Teachers are reflective. They identify personal strength and weaknesses and are keen to improve through bespoke coaching support. Monitoring is planned effectively, focusing on improving pedagogical skills such as assessment techniques and questioning.
  - Leaders reflect on key decisions to benefit outcomes; for example, by maintaining small class sizes in Year 6, placing the strongest staff in all year groups and employing qualified teachers as cover supervisors to support leadership release time.
  - The 'maths no problem' scheme has a clear impact on continually improving outcomes in mathematics. It has secured pupils' understanding of concepts not processes, leading to deeper learning. Specialist training has honed teachers' skills of modelling, questioning and the development of reasoning. Strategies introduced are reviewed, refined and transferred between English and mathematics. For example, the focus of explaining and reasoning in mathematics has influenced the 'answer it, prove it, explain it' (APE) approach to reading.
  - The celebration of good behaviour has impacted rapidly on motivation and outcomes.
  - The wide variety of pupil voice systems is influential in bringing about improvements. The Learning Council understand their role in improving learning experiences; the strategic approach to selecting a disadvantaged pupil within the year group pair has a positive impact on opportunities and learning behaviours.
  - Leaders' consistent expectations and regular monitoring of disadvantaged pupils has served to highlight clearly their specific needs and diminish differences.

### **2.3 School Improvement Strategies - Even better if...**

...the rigorous approach to improving teaching and learning and assessment in the core subjects were applied to the foundation subjects to improve pupil outcomes further.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from**

## previous review

- Questioning is high quality and probing which supports the challenge for more able pupils. More experienced teachers adapt their approaches in response to assessment during lessons. The pupil-teacher balance is achieved through the practical approaches in mathematics lessons. The balance between adults and pupils in lessons is well developed and appropriate, with reading taught through whole class text and quality interactions. Writing lessons focus on sustained writing, as evidenced in the quality in both pupils' books and around the school.
- Mathematics journals are a central part of all mathematics lessons. Pupils record their approach pictorially which helps to consolidate their understanding and to support teacher assessment. In focus and challenge tasks are recorded throughout the lesson.

## 3.2 Quality of Teaching, Learning and Assessment - What went well

- Consistent approaches and expectations in all classes and year groups provide high expectations and a clear purpose and structure. 'APE' displays for reading influence pupils' reading responses. A core year group text and word of the week drive high expectations of vocabulary.
- Teachers' questioning is highly effective. Questions are thought provoking, with pupils' responses probed further to add challenge. This depth of questioning ensures effective assessment. Teachers target questions accurately.
- Pupils' verbal explanations are high quality, with response to questions reasoned clearly. Pupils willingly share learning and explain their thinking. These skills have developed through the expectations in mathematics and 'APE' supports the transference of skills.
- Teachers' high expectations of standards and learning behaviours are a strong feature of all lessons. Teachers draw upon previous knowledge and refer back to this throughout learning.
- High quality extended writing is evident across a range of subjects and editing skills are well developed. Grammar and spelling are woven through the writing process, as well as being taught discreetly. Learning focuses on the content of writing with key skills expectations differentiated for pupils. Pupils' presentation in books is neat.
- Teachers' subject knowledge is strong. They apply technical language accurately and pupils respond similarly.
- Pupils are conscientious, independent and highly motivated. They take responsibility for their learning and collaborate well by discussing learning and solving problems. Discussion between pupils moves learning forward. The 'PRIDE' logo reinforces dedication, perseverance and respect.
- Learning support materials enhance progress and pupils use these well. Working walls have good models for writing. Learning expectations on colour coded assessment banners provide a reference point. Mathematics displays provide current models and pupils refer to these, as well as mathematics journals.

- Mathematics teaching through 'maths no problem' is highly effective because of the clear structure and excellent use of practical resources. Lessons are based on practical principles, reasoning and problem solving which build secure understanding of concepts rather than processes. Differentiation is implicit within the 'in focus' task because problems are solved through self-selected approaches recorded in journals. Pupils confidently apply different methods and explain their choices and approach clearly. The '144' tables club supports fluency well.
- Progression in planning is clear and supported through the joint planning meetings. Teachers adapt these effectively in the light of daily assessment. Time in lessons is well organised and the pace of tasks contributes to pupils' engagement. Pupils are allowed time to think, consolidate and apply learning.
- Relationships and mutual respect between pupils and staff enhance the learning ethos. Pupils feel valued and have a strong voice. They appreciate the responsibility and are confident that adults will value their contributions.
- Feedback is well organised and responsive in most lessons. Marking through coloured highlighting supports pupils and influences editing and progress. Pupils act on suggestions and are keen to improve.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

...within the school systems and structures, teachers developed greater confidence to adapt lessons and provide incisive feedback to meet pupils' immediate learning needs through checking pupils' understanding in lessons systematically.

...pupils' use of information technology was integrated into lessons to enhance learning and, where appropriate, support EAL learners.

## **4. Outcomes for Pupils**

- Attainment has been above average for number of years. 2017 attainment improved further on 2016 and was well above the national average in all areas at both the expected standard and greater depth. Standardised scores increased and were well above the national average in all areas, but significantly so in mathematics.
- The attainment of disadvantaged pupils was above that of all pupils nationally in writing, mathematics and combined reading, writing and mathematics. This was a significant improvement on 2016. The percentage of pupils working at greater depth was well above the national average in reading and mathematics.
- Progress significantly improved in all areas in 2017. There are no national progress figures available for comparison but reading and writing had high positive progress measures, with mathematics progress well above the national average and in the top 10% of schools nationally. This represents a significant improvement for the school and shows the relentless focus of leaders on improving the quality of tracking, monitoring and teaching.

- Progress for pupils with EAL was exceptionally strong and above other pupils in reading and mathematics. Pupils with SEND support made exceptionally strong progress in reading, writing and mathematics and this progress was above that of all pupils in school in writing and mathematics.
- The attainment of pupils currently in school is strong at the expected standard. Figures for greater depth are stronger in Year 5 and 6. Writing is of an exceptionally high standard. Progress steps, recorded within the school system, are strong and particularly so in Years 5 and 6, with high percentages making more than expected progress. Work samples in Year 4 support higher standards more recently and accelerated progress. Outcomes are strong because pupils are set challenging targets on entry linked to their prior attainment bands. This is tracked closely and teachers held to account. Work in books is of very high quality although slightly weaker in the current Year 3 where pupils are getting used to the new expectations of a Key Stage 2 school.

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

- Leaders would appreciate support for EAL learners.

**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.**