



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR CHEAM COMMON JUNIOR ACADEMY

Name of School:	Cheam Common Junior Academy
Headteacher/Principal:	Sophie Gunner
Hub:	South West London Hub
School type:	Academy Junior
MAT (if applicable):	LEO Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	LEADING
Date of this Review:	18/11/2019
Overall Estimate at last QA Review (if applicable)	OUTSTANDING
Date of last QA Review (if applicable)	05/11/2018
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	11/09/2018

Quality Assurance Review

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

Leadership at all levels LEADING

Quality of provision and outcomes LEADING

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of Excellence (if applicable)

Previously accredited valid Areas of Excellence (if applicable) Provision and Opportunity in Physical Education and Sport, 05/11/2018

Overall Peer Evaluation Estimate LEADING

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Cheam Common Junior Academy is one of six schools in the LEO Academy Trust. The school was sponsored by the Trust in January 2016 after the predecessor school was judged inadequate by Ofsted in December 2014. The neighbouring infant school joined the Trust in February 2018 and links are continuing to build. There is a school principal in both schools and an executive principal over the two schools. It is a four-form entry junior school and year group leaders are responsible for pupils in their year group. Teachers are appointed to the Trust so there is flexibility of staffing for leadership development between schools. The music specialist is shared between the schools and there are specialist French and physical education staff.

The proportion of disadvantaged pupils is below average. 42% of pupils have English as an additional language and there are increasing numbers of new arrivals who are also new to the country. There are 38 languages represented in the school.

The school was in the top 3% of schools nationally for pupils' achievement in reading writing and mathematics and has been in the top 20% of all schools for the last three years.

2.1 Leadership at all levels - What went well

- Senior leaders have acted on the EBI from the previous review. Leaders ensure that the most important priorities are delivered. Now that there is consistency of teaching in English and mathematics and high achievement across the school, they are able to focus on further developing the wider curriculum. Leaders have established recently qualified teacher and middle leader training programmes to continue to build leadership capacity.
- Middle leaders, year group leaders and English and mathematics subject leads, meet weekly with their year group team and forensically review pupils' progress. They report this to the principal and each other through a common reporting system, FADE sheets (focus, analysis, doing, evaluation). This continual focussed evaluation of improvement ensures consistency. This confirms that all pupils are making the progress they are capable of, particularly disadvantaged pupils. Subject leaders support teachers' skills in delivering high quality learning by working alongside them.
- Senior leaders act quickly on any common issues raised by the middle leaders so that training and support is put in place rapidly. Consequently, senior leaders are very well informed about the continual improvements made and can make strategic decisions quickly. Senior leaders have excellent succession planning in place and are continually training new leaders for opportunities in this school and

across the Trust.

- Groups of staff are currently meeting to revise the topics studied and to further refine the sequence of skills that pupils learn in the foundation subjects. The leader responsible for personal, social and health education has written a comprehensive resource to support delivery highly effectively in all year groups. Physical education, sport, a wide range of clubs and annual residential trips for all, are part of the extended curriculum offered at the school.
- Leaders ensure that teachers across the Trust receive training so that they can deliver high quality learning opportunities with 'Chromebook' technology. Training was also provided in well recognised effective maths teaching techniques. This has rapidly improved pupils' achievement.
- School leaders are strengthening the links between staff at the infant and junior schools to ensure similar classroom practice, especially in mathematics. This ensures that there is consistency for pupils. Staff have implemented highly effective transition arrangements and provided targeted support in phonics for pupils in Year 3. Pupils were pinpointed through accurate assessment.
- Leaders have established a link with a school in China. Chinese pupils have visited the school and pupils are travelling to China next year to complete the exchange. Dual language speakers are trained as interpreters and new arrivals are given a buddy to ensure they settle rapidly. The EAL leader co-ordinates this work highly effectively, supporting teachers with resources and ideas to help the pupils. Well trained additional staff deliver a highly effective programme for new arrivals.

2.2 Leadership at all levels - Even better if...

...leaders continued to develop and draw on the appropriate expertise to meet the wider range of special educational needs.

3.1 Quality of provision and outcomes - What went well

- Leaders' observations of teaching and learning explorations showed that the EBI from the previous review had been addressed. Time was used effectively in lessons, and more able pupils were challenged. Pupils used opportunities provided to reflect on their learning well, for example, keeping a record in their mathematics book.
- Teachers plan sequences of work in English highly effectively. Pupils explain that they analyse the high-quality text, practise writing for a specific objective, and then work on a longer piece of writing. Pupils eagerly look forward to exploring these skills for themselves. Pupils in Year 6 used a wide range of vocabulary and dialogue to describe the effect of Shackleton's ship Endeavour being stranded in

the ice.

- Pupils read widely and often. They eagerly compete for reading awards and record their reading accurately at home. Year 3 pupils explained their knowledge of prefixes and identified how they changed the meanings of words. Pupils used their excellent knowledge of technical vocabulary when explaining their writing and reviewing their work.
- Pupils new to learning English receive highly effective, targeted support. There are examples of new arrivals quickly achieving the expected standard and then going on to achieve at greater depth. Teachers are knowledgeable about the vocabulary and language support pupils need when they arrive, presenting work with pictures and symbols.
- In mathematics lessons, teachers use 'Maths No Problem' resources and teaching sequences extremely well. They provide sufficient challenge for pupils in almost all lessons. Pupils eagerly compete with each other and are fluent in times tables. They use these facts competently to solve a wide range of problems. The most able pupils in Year 6 rapidly demonstrated how they could use algebra to solve a problem and explained a variety of ways to calculate solutions to complex problems. For the last three years, over two thirds of pupils achieved at greater depth in mathematics, and current pupils' work demonstrates that this level of achievement is continuing.
- Teachers use questioning highly competently, probing pupils understanding. They have the highest expectations of pupils' use of vocabulary and application of knowledge. Pupils explained their reasoning articulately using their knowledge in the subject. For example, pupils in Year 5 explained in detail the importance of the battle of Bosworth Field and the founding of the Tudor dynasty. Pupils in Year 6 used their scientific knowledge to predict and explain the effect of smoking on the lungs.
- Teachers in Year 4 and 5 used the Chromebook technology exceptionally well. Pupils in Year 4, studying the Vikings, were able to experience and role play being a child in a Viking battle through headphones. This gave them a realistic experience that would support writing with feeling, understanding and subject specific vocabulary. Pupils in Year 5 ordered statements about the actions of Henry VIII, explaining their reasoning. The teachers used the technology seamlessly to view and assess all pupils' work and shared examples with the class. Pupils discussed their reasoning, explained why they changed their views and showed mutual respect.

3.2 Quality of provision and outcomes - Even better if...

...teachers quickly identified which pupils were able to move on rapidly in mathematics in Years 3 and 4, and gave them the opportunities to deepen their understanding.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- There is no significant difference in the outcomes of the small numbers of disadvantaged pupils and their peers at this high performing school.
- School leaders have appointed a disadvantaged pupil champion. She ensures that all class teachers are fully aware of the disadvantaged pupils in their class. Individual support is closely targeted by identifying the strengths and particular barriers to learning faced by individuals. She ensures that more able disadvantaged pupils are not overlooked by teachers, because they are 'doing ok' but ensures they are reaching their full potential.
- The school has ensured that policy decisions are made so that disadvantaged pupils fully benefit from the wide range of excellent opportunities offered by the school. There are five places in each of the many sporting clubs allocated to disadvantaged pupils.
- Disadvantaged pupils' books are always the first to be marked so that teachers can quickly address any difficulties. The progress of disadvantaged pupils is a priority and the attainment of each individual pupil is tracked carefully so that they receive the support they need.
- School leaders have recognised the needs of young carers. This group meets with a specific member of staff each week. These pupils really appreciate the opportunity to share together and receive nurture and support at school for their specific needs.
- Disadvantaged pupils are given opportunities to lead a number of the many groups within school that enable pupils to take responsibility and work with school leaders to improve teaching.
- Leaders have identified that persistent absence is more common in this group and have put support in place for individuals to improve attendance. Overall, attendance for the disadvantaged pupils lags behind their peers but is above the overall national average. .

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders continued to work even more creatively with parents of disadvantaged pupils to raise aspirations for their children's future higher education and career paths.



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR CHEAM COMMON JUNIOR ACADEMY

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

Leaders would like the opportunity to be reviewers in a special school and to establish links with specialist provision.

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.