
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Cheam Common Junior Academy
School Address:	Kingsmead Avenue, Worcester Park, Surrey KT4 8UT
Hub School:	Cheam Hub

Telephone Number:	020 8337 1844
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Unique Reference Number:	102962
Local Authority:	Surrey
Type of School:	Junior School
School Category:	Sponsored Academy
Age range of pupils:	7 - 11
Number on roll:	391
Head teacher/Principal:	Phillip Hedger

Date of last Ofsted inspection:	Not applicable
Grade at last Ofsted inspection:	Not applicable

Date of Quality Assurance Review:	21 – 23 November 2016
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies:	Outstanding
Pupil Outcomes:	Good
Quality of teaching, learning and Assessment:	Good
Area of Excellent Practice:	Not yet identified

Overall Review Evaluation

The Quality Assurance Review found indicators that Cheam Common Junior Academy appears to be firmly within the Good grade as outlined in the Ofsted evaluation schedule. The school has not been inspected since it became an academy.

Information about the school

- The school is larger than the average-sized primary school.
- The majority of pupils are of White British heritage. The remainder come from a range of ethnic groups.
- Around one fifth of pupils speak English as an additional language.
- The proportion of disadvantaged pupils is broadly average.
- About one in seven pupils has special educational needs or disabilities, which is above the national average.
- 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 Academy Trust in January 2016.
- At the time of the review, pending the appointment of a headteacher, the school was led by the executive headteacher, who is also the CEO of the LEO Academy Trust.

School Improvement Strategies

What went well

- The executive headteacher plays a pivotal role in driving improvements. Under his leadership, central staff from the trust, together with the school's highly effective senior leadership team, have worked relentlessly to transform the school. There have been extensive improvements to the school grounds, buildings and learning environment. Good teaching across the school has led to significant improvements in pupils' progress and outcomes.
- School leaders are exceptionally outward looking. They seek ideas and encourage innovation. They benefit from external evaluation from a range of sources. Leaders have a clear vision for school improvement. Development plans include specific performance indicators and details of how progress towards them is to be monitored and evaluated.
- Core subject leaders provide effective leadership. They regularly monitor standards and provide feedback to staff, with a strong focus on pupil outcomes. English and mathematics leaders work in close in partnership with the trust's specialists and have successfully implemented changes to the curriculum. Pupils and parents have embraced the new ways in which mathematics, reading and writing are taught.
- Effective systems have been developed to improve outcomes for disadvantaged pupils, those with special educational needs or disabilities and those who speak English as an additional language.
- As a result of inventive strategies introduced by leaders, pupil confidence and engagement has risen dramatically. Pupils enjoy coming to school and are eager to learn; they are highly engaged with the many learning opportunities provided for them. Pupils talked enthusiastically about the innovative 'Excellent Learner' programme.
- The school has also been significantly improved through extensive development of the wider curriculum. Pupils now have access to over 40 clubs each term. Music is developing with a growing choir and orchestra and sport is a strength of the school. As part of an initiative with the Mayor of London's 'Make a Splash' programme, free weekly swimming lessons for every child were provided during the autumn term. Disadvantaged pupils have access to all of these opportunities.

Even better if...

... middle leaders were to further develop their roles in order to distribute responsibilities and aid succession planning.

... teachers were supported in using questioning and other strategies to check pupils' progress during lessons and to modify expectations when appropriate.

Pupil Outcomes

- Attainment has been consistently above the national average over the last three years. In 2016, the proportion of Y6 pupils reaching the expected standards in reading, writing and mathematics was 73% against the national average of 53%. A positive factor was the fact that more pupils were reaching the higher levels in the three subjects. Attainment in writing was considerably better than in previous years.
- From 2012 to 2015, pupils' progress in all subjects was considerably below the national average. Pupils were not building as well as they might from their high starting points in Year 3. In 2016, progress improved considerably in all subjects. The percentile ranks moved from being in the bottom 5% nationally. In 2016, reading was in the middle 20%, writing in top 60% and mathematics in the top 40%.
- Within this positive scenario, disadvantaged pupils and those with SEND made slower progress than other pupils nationally, a similar picture to previous years. The school is addressing this successfully, and current pupils in these groups are making better progress.
- The progress of current pupils has accelerated due, not least, to the improvements in the quality of teaching. Pupils are making rapid gains across the core subjects. Many pupils in Years 5 and 6, for example, have developed a real flair for writing across different genres. Across the school, pupils read fluently. Among their comments were, 'We enjoy reading more' and 'We like working closely with teachers to develop our skills'. They are justifiably proud of their achievements. The Learning Council, made up of pupils from each class, have had a positive impact on pupil outcomes.
- Pupils are developing a deeper understanding of mathematics due to their response to the 'concrete, pictorial, abstract' approach. Improved outcomes are also due to the school's '144 Club', which helps to embed pupils' recall of multiplication tables.

Quality of teaching, learning and assessment

What went well

- Relationships across the school are excellent. Teachers establish a purposeful learning environment and successfully engage pupils. They use interactive whiteboards very effectively. Modelling is a strong element of most lessons, which means pupils make a brisk start in tackling independent work.
- Pupils' work is celebrated through displays and they benefit from many prompts for learning around the classroom. 'Working walls' are organic with both teachers and pupils adding ideas, vocabulary and questions to provide a cumulative overview of work in progress.
- Teachers are adept in scaffolding learning for pupils who need additional support, including those with special educational needs or disabilities. Teaching assistants play a significant role in supporting these pupils, and also in providing extra challenge for the more able pupils.
- Teachers' marking is consistently strong across the school. Pupils respond maturely to their comments. They appreciate the opportunity to write their own comments on sticky notes. 'We feel like adults when we use them', was a typical remark.
- Pupils attitudes to learning are highly positive. This is evident in their eagerness to answer questions and as they collaborate with one another in pairs or small groups. They make good efforts in presenting their work. They say they enjoy the approach to teaching reading to the whole class as opposed to guided reading.

- Staff take every opportunity to help pupils make links and extend their vocabulary across the curriculum. For example, pupils are encouraged to experiment with language during literacy lessons, and to use subject specific terms in mathematics and science.

Even better if...

... teachers were to adapt their approach during lessons, particularly to provide further challenge for the more able; for example, using techniques such as 'bouncing' questions.

... lessons were more consistently structured to ensure an appropriate balance between teachers' input and children's activities.

... pupils were to use their mathematics journals more consistently to demonstrate or reflect on their understanding at different points during lessons

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

Following discussion with the headteacher, the school would not like any further support at this time.