



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR CHEAM COMMON JUNIOR ACADEMY

Name of School:	CHEAM COMMON JUNIOR ACADEMY
Head teacher/Principal:	Sophie Gunner – Head of School
Hub:	Cheam
School type:	Junior
MAT (if applicable):	LEO Academy Trust

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	05/11/2018
Estimate at last QA Review	OUTSTANDING
Date of last QA Review	30/10/2017
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	11/09/2018



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Quality Assurance Review

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

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	OUTSTANDING
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	ACCREDITED
Previously accredited valid Areas of Excellence	None previously submitted
Overall Estimate	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.

1. Context and character of the school

- Cheam Common Junior Academy is a larger than average sized, four-form entry junior school. The school joined the LEO Academy Trust in January 2016. The Executive headteacher of the Trust is based at the school and a new Head of School took up her post in September 2018.
- The proportion of disadvantaged pupils in the school is just above the national average.
- The proportion of pupils with English as an Additional Language (EAL) is just above average, while the majority of pupils are of White British heritage. An increasing number of pupils joining the school are at the early stages of learning English.
- The proportion of pupils in receipt of support for special educational needs and/or disabilities (SEND) is broadly average, although the proportion who have an education health and care plan is below average.
- Pupils join the school having high levels of attainment at Key Stage 1. Through rigorous baseline assessments, staff accurately track progress from these starting points. Progress at the end of Key Stage 2 is above average.

2.1 School Improvement Strategies - Progress from previous EBIs

- The Cornerstone model formed the basic curriculum but there is now a wider curriculum, with greater use of information technology in the classroom. Science, humanities subjects and design technology have expanded the curriculum by having an added presence, but the emphasis has been placed on including topics that can be explored through these various subjects. Pupil Asset is now being used to measure progress in all subjects. Additional time has been factored in so that teachers do not have restraints on teaching particular areas, thus adding to the flexibility of the curriculum.

2.2 School Improvement Strategies - What went well

- The new Head of School and her assistant headteacher have successfully raised the quality of teaching and learning. They have overseen an almost total replacement of the previous teaching staff and they set high expectations of staff and pupils alike. Collectively, they have established a relentless drive for improvement, developing a school in which everyone connected with it is immensely proud. As the Head Girl said to the reviewers, "This school was good... but now it's amazing!"

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- There is a modified and expanded curriculum, established since September. This has been welcomed by all staff because the new approach allows greater creativity in the classroom. Time for the curriculum to be further embedded is required but it has been successfully introduced, and pupils' books are already reflecting positive standards.
- The most successful recent development has been the distributed leadership model that is now operational. Middle leaders' roles have been developed so that they have greater responsibility for reviewing the curriculum and for whole-school self-evaluation.
- Leaders have developed very close links with the feeder infant school so that teachers have a better understanding of the pupils who are coming into Cheam Common. Expectations of pupils at the end of each year are now mirrored across both schools through closer liaison, giving a collaborative credibility.
- Priorities in the school development plan (SDP) are set through discussion of a range of issues, with selective determination of targets. The middle leader group are canvassed for their contribution, adding to their accountability and ownership of these areas.
- Leaders make highly effective use of the expertise throughout the Trust so that when areas of need are identified, the wealth of experience in other Trust schools utilised to provide assistance. The overriding feature of the schools in the LEO Trust is the reciprocal sharing of support and effective practice. Cheam Common plays a full role in giving and receiving support.
- The whole-school focus on disadvantaged pupils has been effective, starting with raising their attendance, moving into the classroom where there is additional attention given to this group in order to focus on their learning needs. They are prioritised for marking and targeted questioning, which has had a dramatic impact on improving their outcomes.
- Continuing professional development (CPD) priorities are aimed at the further development of middle leaders in order to give them greater ownership and accountability. Newly qualified and recently qualified teacher programmes are adding additional support to those groups of staff.
- Raising outcomes for SEND pupils is another priority. Short, sharp interventions target specific pupils for a finite period so that teachers can evaluate the impact of this support. This enables them to continue working on breaking down barriers to learning. Progress for this group is improving because they are able to fully access the curriculum.
- To improve standards for EAL pupils, the Racing to English programme and use of high-frequency words are successful strategies that are contributing to high quality outcomes. Teachers know which strategies work with this group so that their implementation is more effective.

2.3 School Improvement Strategies - Even better if...

- ...leaders developed a hierarchy of priorities so that they can have an increased impact.
- ...there was continued development of middle leaders' implementation of the school's improvement strategies.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Since the previous review, teachers are now observing colleagues more frequently and the wider use of IRIS technology enables them to analyse their own teaching. There is also greater emphasis on what pupils are learning rather than how the teacher is teaching. Implementation of ICT has developed through teachers using visualisers more frequently. The use of Google Drive and Chromebooks in class systematically enhances learning. This has had a positive effect on raising standards as well as stimulating pupils' interest.

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

- Teaching and learning are consistently strong across all year groups. A talented group of teachers deliver creative, exciting lessons that enable pupils to achieve high quality outcomes. Teachers all exhibit in-depth subject knowledge that brings learning to life and their planning successfully builds on prior learning. Teachers very adeptly model the learning objective, so this increases pupils' understanding.
- The curriculum provides a wide range of learning experiences for pupils and, because all subjects are now monitored through Pupil Asset, progress can be accurately tracked, and any interventions swiftly implemented.
- In all classrooms, teachers promote the Excellent Learners initiative and pupils strive to achieve them. They enjoy the rewards of receiving recognition for their adoption of these principles. Relationships between staff and pupils are of the highest order, contributing to an affective and harmonious learning environment.

- Teachers' questioning is appropriately targeted, and their sequencing of learning helps pupils to make positive progress. Teachers prioritise disadvantaged pupils to ensure they achieve to their maximum. Differentiated tasks challenge all pupils, which was particularly evident in a Year 5 gymnastics lesson. Here, the teacher enabled pupils to perform variations on the lesson objective that precisely matched their ability. Lessons are well-paced so that little time is lost and learning is maximised.
- Pupils are immensely proud of their school and happily promote 'Pride' values – perseverance, respect, imagination, dedication, encouragement. They apply these principles universally in their work. Pupils are highly focused on their learning; hence engagement is extremely high. Teachers encourage them to be the best they can be. When asked how the school could be improved, a Year 6 pupil stated, "Create a secondary school for Cheam Common."
- A multitude of working walls support pupils learning because they are able to use them independently, reducing their reliance on adults in the room. There is a great deal of collaboration and partner work in class and pupils enjoy every opportunity to discuss and share their learning with their peers. Classrooms are well-resourced which contributes directly to pupils making good progress.
- A scrutiny of pupils' books reveals a consistency in the application of the school's marking policy and pupils make informed responses to teachers' comments. The pride in their work is evident because their books are beautifully presented.
- Teaching assistants are well-trained, and they make an important contribution in supporting pupils of all abilities in class. Importantly, teachers deploy them effectively and all pupils, not just those with special needs or the disadvantaged, benefit from their expertise.

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

- ...teachers used assessment for learning strategies more effectively so that groups of pupils could begin their work sooner.
- ...pupils were given more time to think and reflect on their learning.

4. Outcomes for Pupils

- Pupils enter Cheam Common with high levels of attainment at Key Stage 1 and continue to make strong progress, preparing them well for their transition into secondary education.
- In 2018, progress measures were exceptional in reading, writing and mathematics. Figures for all three subjects were well in excess of the national averages. The average scaled scores for reading and mathematics were well above the local authority and national averages.
- In the combined measure, the percentage of pupils achieving the expected standard or higher comfortably exceeded the local and national averages, while at the higher standard, pupils at Cheam Common achieved more than four times higher than the national figure.
- In reading, writing and mathematics individually, scores were well above the national levels at both expected and higher standards. Girls out-performed boys in reading, although boys did better in mathematics and writing.
- Disadvantaged pupils made very strong progress in all three subjects in 2018, performing better than their non-disadvantaged peers nationally. Most notable was the progress of the low prior attainment pupils in this group.
- Attainment in the English grammar, punctuation and spelling test exceeded the national benchmark for all groups except pupils with SEND, although their score was only just below and there were only fifteen in this group.
- The progress and attainment of pupils with EAL was highlighted by high level outcomes in the combined measure, where they excelled at the expected and higher standards. Pupils with SEND fared less well, with their performance below the national average at both levels. A closer focus on those pupils this academic year is already having a positive effect; a wide range of support is improving their achievement.
- Autumn term in-school data indicates that current Year 6 pupils are set to maintain the historically high levels of outcomes. Lower down the school, data suggests that some pupils are falling below those standards. Leaders are fully aware of these issues and there is a strong emphasis on ensuring those of pupils improve. Strategies are closely targeting pupils in these year groups to raise performance. Year 5 books suggest improvements are already occurring.

5. Area of Excellence

Provision and Opportunity in Physical Education and Sport

Accredited

5.1 Why has this area been identified as a strength?

There is no doubting the strength of physical education within the curriculum, in addition to the way sport and a healthy lifestyle is promoted for all pupils. This subject is very much a part of the whole school ethos where everyone is encouraged to become involved and try their best. Very experienced specialist teachers lead this area and in addition to delivering high quality lessons, they actively support and develop other members of staff who are not specialists in this subject. However, the overriding feature of this aspect is the inclusivity that it engenders. All pupils are encouraged to involve themselves in a vast range of extra-curricular activities (over forty) and such is the dedication of staff, clubs take place before and after school as well as at lunchtime. Staff skilfully target disadvantaged pupils so that they are at the forefront of inclusion and to this end, the sport premium and pupil premium funding is prudently spent to broaden their range of opportunity. The school has a very strong reputation locally and sports teams are highly successful in different leagues and competitions. To the school's credit, staff are not simply interested in winning trophies and many competitions are organised inside and outside the Trust where mixed ability teams take part. The department's philosophy is that sport should be available to all and they successfully promote this aspect.

5.2 What actions has the school taken to establish expertise in this area?

As previously mentioned, physical education staff train and support other members of staff to ensure that non-specialists are able to maintain a high quality of teaching. They also provide CPD across the Trust in addition to sharing planning with teachers from other schools. A great deal of work has taken place to establish a robust assessment system for physical education. Staff have painstakingly devised learning objectives that are now part of the Pupil Asset assessment tool so that pupils' progress and attainment can be accurately tracked. The finished product is very impressive.

5.3 What evidence is there of the impact on pupils' outcomes?

Teachers utilise the Head, Hands, Heart, approach, promoted by the Association for Physical Education, which enables them to assess pupils' understanding, technical skills and the effort and passion they apply in lessons. Pupil Asset indicates that over 80% of pupils make expected or more than expected progress, with a quarter achieving the greater depth standard. Other outcomes are 'softer' but the range of clubs and activities on offer has had a positive effect on raising attendance. Statistics reveal that over 90% of pupils took part in an extra-curricular activity in 2018 (some participate in four per day!), with almost two-thirds of pupils taking part in some kind of inter-school competition or fixture. Tellingly, because of the inclusive focus on disadvantaged pupils, 88% of this group was involved in the participation in at least one club. To support the development of more able sportsmen and women, the school has close links with a range of local clubs where the expertise they are able to supply can provide additional challenge.

There is no denying that physical education and sport play an important role in the life of the school, but the fact that inclusivity and involvement for all is at the centre of all practice makes it a high-profile strength.