



QUALITY ASSURANCE
REVIEW

REVIEW REPORT FOR
CHEAM COMMON INFANTS
SCHOOL

Name of School:	Cheam Common Infants School
Head teacher/Principal:	Mrs Val Riziotis
Hub:	Cheam
School type:	Primary
MAT (if applicable):	Leo Trust

Estimate at this QA Review:	Outstanding
Date of this Review:	13/03/2019
Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	18/09/2014

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	None submitted
Previously accredited valid Areas of Excellence	N/A
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 Infants is a larger than average four-form entry infant school. The school is situated on the borders of Sutton, Kingston Merton and Surrey local authorities. In recent years the proportion of pupils who leave and join at times other than the start of the school year has increased.

The school converted to academy status and joined the Leo Multi Academy Trust on 1st February 2018.

The school offers a 48-place nursery with 16 full-time places with flexible provision.

The proportion of pupils who have special educational needs and/or disabilities (SEND) is above the national average.

The school has developed a link with a school in Malawi, which pupils learn about as an integral part of the school's curriculum. Outdoor learning for all pupils is developed through the use of a local forest school.

Pupils who are members of the school council take their responsibilities very seriously, making a positive contribution to the daily lives of their fellow pupils.

As a result of improved outcomes over time, pupils leave the school very well prepared for the next stage in their education.

2.1 School Improvement Strategies - Progress from previous EBIs

- This is the school's first Challenge Partners review.

2.2 School Improvement Strategies - What went well

- Leaders have created a strong culture in which senior and middle leaders work collectively to drive improvements. This helps to develop leadership capacity across all of the school. Subject leaders are given a large degree of autonomy and at the same time they are held to account for their actions. As a result, pupils' outcomes have been improving steadily.
- Plans for improvement are based on the findings of leaders' monitoring and review activities. They draw up action plans for specific subjects to drive forward improvements and to measure progress.
- Leaders and teachers value the continuing professional development (CPD) that is offered through the Trust and other external partners. Leaders reflect upon their own practice in the light of this training as well as from visits to other schools.
- Over the last three years, Maths Mastery has been rigorously implemented. This has led to improvements in teachers' subject knowledge. Teachers are also teaching mathematics consistently. Leaders have worked closely with the local Maths hub and with other schools in helping to bring this about. This has resulted in pupils' outcomes that are considerably above the national average at both the expected standard and greater depth. The school is currently a lead school for mathematics in the Trust. The present rollout of Maths Mastery into the early years foundation stage (EYFS) is leading to these children making improved progress in their number work.
- Read, Write, Inc. was introduced following a decline in reading outcomes. Leaders have again developed a whole school approach to its implementation and delivery. As a result, not only have outcomes for pupils

against the phonics screening check improved considerably, but, also outcomes for reading at the end of Key Stage 1 are much improved. They are now well above the national average at both the expected standard and greater depth.

- The quality of pupils' writing has also improved as a result of them being much more confident readers and having highly developed phonics skills.
- The current Year 2 cohort of children who left the EYFS with an overall 55% good level of development reached 90% at the required standard in the phonics screening check. These pupils are presently on track to make further gains this year.

2.3 School Improvement Strategies - Even better if...

... the schools' plans for improvement had specific and measurable targets against which to judge progress.

... the school's self-evaluation document was more closely aligned to national benchmarks against which to evaluate progress.

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

- This is the school's first Challenge Partners review.

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

- Children and pupils have a thirst for learning and are eager to demonstrate their love of learning to their teachers.
- Relationships between pupils and adults are very strong. Teachers only want the best for their pupils and plan lessons that interest, engage and inspire them. As a result, pupils' attitudes and behaviours to learning are very positive.
- Additional adults make a very strong contribution to pupils' learning. They use questioning skilfully to identify what pupils know and what they need support to complete. In a Year 2 mathematics lesson, an additional adult quietly took a pupil aside from the main class to use a set of rods to model what the teacher was demonstrating on the white board. The use of practical resources enabled the pupil clearly to see the connection between the teacher's example and the task in hand. As a result of this intervention, the pupil was able to move on to work independently.
- Questioning by teachers and adults is used well to check and clarify pupils' understanding. In the best examples, teachers do not just accept the first

response, but ask for confirmation from a range of other pupils before moving learning on. Similarly, mini whiteboards are used in many classrooms during 'carpet time'. This ensures that every pupil is able to practise the examples the teacher is demonstrating. As a result, the teacher can clearly see if any pupils need additional support.

- Teachers and adults demonstrate very good subject knowledge. They expect pupils to use vocabulary that is specific to particular subjects when responding to questions. This is increasing the proportion of pupils who are able to undertake learning at greater depth.
- Pupils are developing into independent learners as a result of the very good routines set by teachers and the thoroughness with which lessons are planned. They take responsibility for their own learning, supporting others if they find work 'tricky' and demonstrate a real sense of achievement when they successfully complete a task. They are developing into highly resilient learners who understand that it's fine to get things wrong as there is always time to try again.
- In the EYFS, children are routinely expected to write about both their personal as well as learning experiences. They do this with increasing fluency and purpose.

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

...there were more systematic sharing of the best teaching practice seen in the school.

4. Outcomes for Pupils

- Bursaries are provided for disadvantaged pupils to take part in the 'Rock Steady Band', which builds their confidence. The impact on those pupils who attend the choir is seen not only in their self-esteem but also in their emotional resilience. The work of the family support worker is highly valued by parents and carers in building trust.
- The proportion of Reception children attaining a good level of development in 2018 was in line with the national average. This was an increase on the 2017 results, which dipped below the national average. In 2018, girls performed much better than boys, although both were in line with their peers nationally. Those children who were disadvantaged performed less well than their peers as well as other children nationally.
- The 2017 cohort of children entered the EYFS with very low levels of language and communication skills. This was a contributory factor in the dip in outcomes. In response, leaders acted to modify the curriculum and

everyday practice. All teachers were given a writing target as part of the performance management arrangements. The Read, Write Inc. phonics scheme was introduced, as was the implementation of 'Forest Friday'. These initiatives all contributed effectively to pupils' much improved outcomes in reading and writing at the end of Key Stage 1.

- In 2018 at the end of Key Stage 1, the proportion of pupils who reached the expected standard was above the national average in reading and writing, and well above the national average in mathematics. Likewise, the proportion of pupils who reached greater depth was well above the national average in reading, writing and mathematics.
- Progress in reading has increased as a result of the implementation of the Read, Write, Inc programme. This is taught consistently across all classes. The proportion of Year 1 pupils reaching the expected standard in the phonics screening check has been above the national average for the past four years.
- Improvements in mathematics are due to the rigorous way in which Maths Mastery has been planned and delivered as a result of whole school training.
- Disadvantaged pupils and those with SEND make strong progress, with increasing proportions reaching greater depth. This is due to comprehensive provision mapping, along with rigorous monitoring of interventions.
- Work seen in lessons and in pupils' books indicates that the majority of current pupils are working at age-related expectations. Pupils are given many opportunities that stretch their thinking. They eagerly rise to this challenge, which contributes to the increasing proportion who are working at greater depth.

5. Area of Excellence

Not submitted on this occasion.

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

Leaders would like to reflect upon this on receipt of the final report.

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.