



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR CHEAM PARK FARM PRIMARY ACADEMY

Name of School:	CHEAM PARK FARM PRIMARY ACADEMY
Head teacher/Principal:	Alison Day
Hub:	Cheam
School type:	Primary
MAT (if applicable):	LEO Academy Trust

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	31/10/2018
Estimate at last QA Review	OUTSTANDING
Date of last QA Review	23/11/2018
Grade at last Ofsted inspection:	The school has not been inspected since amalgamation.
Date of last Ofsted inspection:	N/A



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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 Continuous Professional Development (CPD)	ACCREDITED
Previously accredited valid Areas of Excellence.	Mathematics 23/11/2017 Early Years Foundation Stage 23/11/2016
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 Park Farm Primary Academy was established in 2016 when the infant and junior schools merged. Since the two schools merged, there has not been an Ofsted inspection. The split-location sees Key Stage 2 housed at the Kingston site, and Key Stage 1 and the Early Years Foundation Stage (EYFS) at the Molesey site, making it a much larger than average sized primary school.
- The school draws mainly from the local area which, bearing in mind the relative affluence, results in a smaller than average proportion of disadvantaged pupils.
- The vast majority of pupils are of White British heritage, with no significantly dominant minority ethnic group. The proportion of pupils for whom English is an additional language (EAL) is, however, above the national average.
- The proportion of pupils in receipt of support for special educational needs and/or disabilities (SEND) is below the national average, as is the proportion who have an education, health and care plan.
- Cheam Park Farm Junior School was the founder of the LEO Academy Trust, which now includes six schools in the Cheam/Sutton area.

2.1 School Improvement Strategies - Progress from previous EBIs

- In order to support disadvantaged pupils, staff target these pupils continuously in class, including closer monitoring and tracking. This is to enable more disadvantaged pupils achieve greater depth in their learning. Additional time has been devoted to discussion with the parents of disadvantaged pupils in Year 6 so that they have an increased awareness of the support their children are receiving and how they can help. 'Chromebooks' have been provided for each year group, which has enhanced the teaching of mathematics and spelling through the extensive use of the Matheletics and Spellodrome programmes. The use of visualisers in class is more widespread across the school and the use of IRIS recording technology is being used effectively. The presentation of data has improved and the development of standards meetings has been effective. Staff now have greater ownership of the progress of all pupils in their class. Data now identifies gaps in learning so that teachers can rapidly provide the appropriate support.

2.2 School Improvement Strategies - What went well

- The experienced headteacher and her leadership team have successfully overseen the merger of the junior and infant schools. The difficulties of a split-site have been overcome and there is a strong sense of unity and consistency across both. As one leader commented, "We're one school now – we're all working together."
- There is a very close working relationship among all the LEO Trust schools. Cheam Park Farm leaders have played a leading role in many areas and the other schools have benefited from their expertise. These schools have seen improvements in their outcomes as a direct result of the strong practice they have adopted from Cheam Park Farm staff.
- Pupil Asset monitoring and tracking software is now embedded and teachers are using it widely in class to guide their planning. Teachers are more comfortable and confident with the data produced for their classes and use it to make their teaching even more effective.
- The rich and engaging curriculum amalgamates knowledge and skills across all areas and through all year groups. All leaders have worked effectively to develop a progressive curriculum that is appropriate to all pupils. The wide range of activities available in the extensive extra-curricular programme complements learning in the classroom and adds to pupils' school experiences.
- Disadvantaged pupils and those at risk of slipping below their predicted standards are swiftly identified and challenged to improve. Data has given teachers greater awareness of the pupils that need focused interventions to boost their outcomes. This has been effective in Year 1, particularly in raising the performance of EAL pupils. Their speaking and writing skills have improved dramatically over time.
- The Maths No Problem scheme is now fully operational and this has resulted in very high quality outcomes in this subject because the mastery approach has deepened knowledge and understanding. Pupils are more confident about mathematics and openly discuss their progress.
- The extended role of middle leaders has increased their accountability, making them more effective. Year group leaders are responsible for the data about the classes they oversee and, because they have a better knowledge of individual pupils, this enables closer targeting of pupils or groups who need additional support.
- The 'Premium Pride' project is a new initiative for Year 6 across the Trust this year. Each disadvantaged pupil is interviewed about what they perceive to be barriers to their learning and what aspects interest them. This helps to tailor support more directly to their needs and stimulates their interest. The full impact of this initiative is not evident at the moment because this has only recently been introduced, but these pupils are noticeably more engaged in their learning already.

2.3 School Improvement Strategies - Even better if...

...leaders explored further opportunities to forge links with local secondary schools.

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

- Leaders have fully embraced the EBIs from last year's review and the impact is palpable. The further development of the Maths No Problem scheme has resulted in exceptionally high outcomes in mathematics. The use of IRIS technology has had a marked improvement in the quality of teaching and learning because teachers review and evaluate their own teaching more effectively.

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

- Pupils benefit from highly skilled teaching that engenders a very positive learning environment. One pupil remarked, "We know teachers are good learners because they enjoy teaching their subject." Vibrant displays celebrate pupils' work but also provide a showcase for their creativity. Colourful corridor displays also add to the feeling of positivity in the school and no space is wasted. Furthermore, the learning resources all around the classrooms support pupils in tackling the tasks teachers set and add to their independence.
- Teachers plan exciting lessons that capture pupils' interest. Strong subject knowledge enables teachers to challenge all pupils but especially the disadvantaged group. This was particularly evident in a Year 2 English lesson where a disadvantaged pupil was challenged to modify and improve the presentation of her work. This was clearly having success because her work had improved considerably over time.
- Teachers are increasingly confident in using progress data for their class from the Pupil Asset software package. This enables them to specifically target the appropriate levels of challenge at identified pupils or groups.

- Pupils' behaviour, and more specifically their behaviour for learning, are immaculate. They are highly-motivated and consequently, they are fully engaged, enthusiastic learners. This was highlighted on a Year 6 reading learning walk where pupils were all totally focused on their work around the emotive subject of the Grenfell Tower disaster.
- Relationships are highly positive. Pupils and teachers alike show great respect for each other which results in an harmonious working atmosphere. Pupils relish every opportunity to discuss and share their learning with their partners, and this strategy is commonplace in all classrooms.
- Questioning is a strength in most lessons. Teachers frequently probe pupils' understanding by posing questions that are appropriate to the task and level of ability. Disadvantaged pupils are effectively targeted with questions that draw them into the lesson, emphasising the school's inclusive ethos.
- An in-depth scrutiny of books reveals great consistency in the school-wide application of the marking and feedback policy. The use of visualisers is much appreciated by pupils because it allows teachers to share the high quality work of their peers. Pupils are making rapid progress, as was observed in their books.
- Teaching assistants provide invaluable support in the classroom. They make an important contribution to the learning of SEND and disadvantaged pupils, enabling them to make strong progress.

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

...teachers more consistently promoted pupils' independence. pupils were given more opportunities to extend and deepen their thinking in response to questioning in order to consolidate their learning.

4. Outcomes for Pupils

- Children enter the school with a variety of learning characteristics. For example, in 2018, the EYFS cohort consisted of over a third of children with SEND and a third who had EAL. The group as a whole made strong progress and the proportion who gained a good level of development exceeded the national average. Girls significantly out-performed boys, and the gap widened, although this was a largely cohort-related issue. Overall, data for this group indicated high levels of attainment in all early learning goals.

- In the Year 1 phonics screening check, 93% of pupils passed, which was well above the national average. In Year 2, 98% passed their re-sit of the test.
- Standards at Key Stage 1 have been consistently high in all areas over the last four years, building on the strong progress children make in EYFS. 2018 was no exception and pupils' attainment in all subjects at both the expected and greater depth levels was above the national averages. Despite this, there was a small decline in one or two areas (none significant) but increases in others.
- The performance of disadvantaged pupils in this key stage was very strong and current in-school data indicates that this is continuing in Year 3.
- Achievement at Key Stage 2 in 2018 was exceptional. Progress was well above the national average in writing and mathematics although reading was broadly in line. The average scaled score was above the national average in reading, however, but was well above in mathematics. Leaders are already addressing this shortcoming and robust strategies are in place to ensure the current Year 6 pupils raise the figure for reading.
- Attainment in reading, writing and mathematics was well above the national average at the expected and higher standards, with reading below that of the other two subjects. At the combined measure, results were well above the national and local authority scores.
- The attainment of disadvantaged pupils at Key Stage 2 fell below that of non-disadvantaged pupils in all three subjects, with reading once again trailing the other two. Attainment for this group at the combined figure was below that of non-disadvantaged pupils nationally at the expected level. No pupils gained the higher standard and leaders have established a clear focus on redressing this issue. However, these pupils made strong progress.
- Pupils with EAL join the school with low language acquisition but go on to make very strong progress.
- Progress data for last year's Year 1 and Year 5 indicates that pupils are in a similar position to this time last year. With the strategies in place to boost attainment in areas of deficit in 2018, leaders are confident that high level outcomes will continue in 2019.

5. Area of Excellence

Continuous Professional Development (CPD)

Accredited

5.1 Why has this area been identified as a strength?

There is a strong culture of developing every member of staff in the school to the full and staff are very open to learning. One middle leader said, "Everyone wants to improve and get better". All CPD is closely linked to the school development plan in addition to performance management targets. Leaders place great value on the training staff receive because they realise its value in ensuring the continuation of high outcomes for all pupils. All stakeholders challenge the provision of CPD in the school, which ensures the training all staff undertake adds value and has a positive impact on raising standards. The school achieved the CPD Gold Qualitymark as a result of the strength and quality of its staff development. This has expired since the amalgamation of the two schools but leaders are now about to pursue its renewal. A major strength of the CPD methodology in the school is that all training comes through the school's staff. They are trained to provide high quality courses to colleagues in school and others throughout the Trust. There is a great deal of sharing of knowledge that benefits everyone. This also ensures effective succession planning across the Trust because teachers take their expertise with them when they take up new posts in other schools.

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

The entire CPD programme is expertly organised by a knowledgeable and experienced deputy headteacher. A large number of teaching and non-teaching staff provide training to a range of recipients; colleagues, parents and students. This takes place within the school and in others across the Trust. In the true nature of reciprocity, Cheam Park Farm staff also receive valuable training from staff in other Trust schools. Some of the successful CPD has involved the training for recently qualified teachers, middle leaders and aspiring headteachers.

The practice developed at Cheam Park Farm has been spread widely through the Trust and several other local schools. Many schools send teachers to observe the successful implementation of Maths No Problem so that they can take this effective practice back to their own school. Students from a range of universities receive training placements in the school and local high school students arrive annually for work experience. Relationships have also been forged with universities in Singapore and South Korea, with delegates visiting the school to observe the vision and implementation of the English curriculum.

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

Outcomes have improved over time and remain, in the majority of cases, well above national averages. The high quality CPD staff receive has directly improved the quality of teaching and learning, leading to a commensurate increase in outcomes. This was clearly evident in the visits to classrooms undertaken on this review, where teaching was of a consistently high standard. Teachers and teaching assistants are highly trained and utilise their expertise effectively to develop the learning of all pupils. Senior and middle leaders are empowered to take responsibility for a myriad of areas across the school and they flourish in their roles. This enables them to further develop the knowledge and skills of the staff in their phase/subject so that all can deliver high-quality lessons that energise and enthuse learners.

5.4 What is the name, job title and email address of the staff lead in this area?

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Title: Headteacher

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

Contact with a school with an Area of Excellence in reading.

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.



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