

# Cheam Fields Primary School

## Inspection report

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<b>Unique Reference Number</b>	102964
<b>Local Authority</b>	Sutton
<b>Inspection number</b>	355288
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Mike Capper

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	454
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Curslake
<b>Headteacher</b>	Catherine Lester
<b>Date of previous school inspection</b>	21 January 2008
<b>School address</b>	Stoughton Avenue Sutton SM3 8PQ
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 24 lessons taught by 15 teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 132 questionnaires from parents and carers, 28 from staff and 100 from pupils in Years 3 to 6. The inspection team reviewed many aspects of the school's work. It looked in detail at four key areas.

- The effectiveness of teaching in providing the right level of challenge for all, especially in mathematics.
- How well pupils take responsibility for, and their knowledge of how to improve, their work.
- How well the school is working with parents, carers and pupils to improve attendance.
- How effective leaders have been at improving pupils' progress and ensuring sustained improvement.

## Information about the school

This is a larger than average primary school. Most pupils come from the local community. The proportion of pupils known to be eligible for free school meals is below average. The majority of pupils are White British, but an increasing number are coming from other ethnic groups. The main home language for these pupils is Tamil. Some of these pupils start school at the early stages of learning English.

The proportion of pupils identified as having special educational needs and/or disabilities is broadly average. Most of these pupils have moderate learning difficulties.

The school has several awards including Eco-School status and an Activemark for its work in physical education.

On-site before- and after-school provision is not managed by the school's governing body and was not inspected.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Parents, carers and pupils are rightly proud of this good school. There has been good improvement since the last inspection due to the drive and vision of the headteacher and other key staff who have worked to move things forward quickly. Consequently, pupils' attainment is rising across the school and, although it is broadly average by the end of Year 6, pupils are now making good progress across the school and are quickly acquiring new skills.

There are many contributory factors to pupils' good achievement and improving attainment. Teaching and learning have improved and are good and pupils are well cared for. This ensures that they feel safe at school. The school makes good use of partnerships with others, such as a neighbouring high school, to support learning. While pupils' attainment in mathematics continues to lag slightly behind that in English, the school is doing the right things to tackle this. Senior leaders have provided additional guidance to teachers and this has ensured that pupils are challenged at the right level in lessons. Pupils are set clear targets for improvement in English, but this is not as well established in mathematics. This means that pupils are less clear about their next steps in mathematics and this slows the pace at which skills are improving.

Pupils are brilliant ambassadors for the school. They behave well, growing enormously in confidence and self-esteem and developing very positive attitudes towards learning. The school's very good efforts to promote positive values are reflected in the pupils' good understanding of the importance of staying healthy and their good contribution to the school and wider community. Pupils take a very active role in community events, for example singing to patients at a local hospice. The school has good systems for promoting attendance and is working closely with parents, carers, pupils and outside agencies to ensure that recent improvements are maintained and built on. Pupils are especially positive about the 'be there bear' which they say motivates them to not miss school unnecessarily.

Pupils thoroughly enjoy school, especially the wide range of clubs and visits that bring subjects alive and enrich the otherwise satisfactory curriculum. The curriculum is very strongly focused on teaching basic skills in literacy and numeracy. This has proved effective but it does mean that the time allowed for other subjects is less than is found in most schools. Consequently, some subjects such as science are not given enough time and are not always studied in sufficient detail. The school has limited resources for information and communication technology (ICT). As a result, pupils get too few opportunities to improve their ICT skills by using them across the curriculum.

Self-evaluation is rigorous and this means that developments are well planned and effective. There has been a sharp focus on improving the quality of teaching and data are used sharply to track the progress of different groups. Where this has shown weaknesses,

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effective steps are taken to tackle them. Successful actions, such as recent work on improving boys' writing, are ensuring sustained improvements in pupils' progress. All of these elements confirm the school's good capacity for further improvement.

## **What does the school need to do to improve further?**

- Improve the breadth and balance of the curriculum by:
  - ensuring that more time is allowed for the teaching of subjects other than English and mathematics
  - improving resources in ICT so that skills can be used more frequently in different subjects
  - ensuring that science topics are studied in sufficient detail.
- Make sharper use of target setting to help pupils understand their next steps in learning in mathematics.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils' achievement and enjoyment is good. Most children are working at the levels expected for their age when they start school in the Nursery and, from these starting points, progress is good in all year groups. Pupils' enthusiasm for learning contributes significantly to the good progress that is seen in many lessons. In an outstanding personal, social and health education lesson pupils learnt well because the work on how to consider issues from someone else's perspective was practical and explained clearly. In a literacy lesson, pupils worked hard and cooperated extremely sensibly as they wrote adventure scenes. This was reflected in the high-quality descriptive writing produced by the end of the lesson. On the few occasions where progress in lessons is satisfactory, pupils sit for too long and do not get on to their work quickly enough, for example when learning how to use adjectives to make their writing more interesting.

Pupils with special educational needs and/or disabilities are supported well, ensuring that they learn quickly. They are keen to improve and take an active part in discussions. Pupils with English as an additional language make the same good progress as others in lessons, quickly improving their skills and attaining well by the end of Year 6 in national tests.

Pupils become good young citizens and are well prepared for the next stage of their education. They work together sensibly and support each other happily outside lessons. Pupils show good concern for the needs of others by raising funds for charity, sometimes organising these by themselves. Although their voice in the life of the school has recently been limited by the lack of a fully functioning school council, pupils keenly take responsibility. For example, older pupils run a well organised gardening club. Their very good awareness of the importance of looking after the environment is reflected in the school's Eco School award.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Members of staff work successfully to provide good quality pastoral care and to ensure that pupils are happy and safe at school. There are good links with outside agencies to get extra help for pupils when it is needed. Provision for pupils with special educational needs and/or disabilities ensures that they do as well as others in lessons, especially in English where progress is rapid. Pupils in the early stages of learning English are quickly identified and supported. The school has good systems to improve attendance and these are beginning to have a positive effect.

Teachers have high expectations and manage pupils' behaviour well. Skilled teaching assistants are deployed effectively and have a good impact on learning. Teachers assess learning carefully and are becoming increasingly adept at using this information to plan what to teach next. Teachers plan challenging work most of the time, but the pace of learning occasionally slows when they talk for too long at the start of lessons. Pupils are clear about how to improve their work in English, but this is much less evident for mathematics. Pupils especially like the way that targets are set in writing because 'we can look at our targets as we are working'.

The curriculum is enriched by a wide range of clubs and sporting activities. Sports clubs make a good contribution to pupils' personal development. Pupils have recently participated very successfully against other schools, in sports such as swimming, cross country and football, and the school has a well deserved Activemark for its work in this

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area. The curriculum has had a good impact on pupils' progress in literacy and numeracy, but it lacks breadth because the amount of time allowed for other subjects is insufficient. The school does not have enough ICT resources to enable the subject to be fully integrated into everyday learning. There are already plans in place to tackle this.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

This is a school that is not standing still, because leaders are determined to do the best for the pupils and are always striving to improve. Together, leaders have created an ethos in which all members of the school community are valued and respected. Consequently, the headteacher's drive for improvement and ambitions for the school are fully embedded and are shared by all staff. There has been a good pace to change with leaders at all levels making a good contribution to school improvement. Monitoring of provision is generally very effective, although some inconsistencies in timetabling and the balance of the curriculum have not been identified or tackled well enough.

The governing body is supportive and provides good levels of challenge. Subject leaders in English and mathematics have played a key part in implementing programmes such as a new structure to teaching letter sounds and spelling and using computers to practise and assess numeracy skills. Initiatives such as these have helped to improve pupils' progress.

The school promotes equality successfully. Leaders carefully check data to ensure that no group is doing less well than others, although they do not yet evaluate fully the participation of different groups in all aspects of school life. There is no discrimination because pupils learn to respect different beliefs, reflecting the school's good contribution to community cohesion. Leaders are responsive to local needs and pupils are developing a strong awareness of their place in the world.

The school has good safeguarding procedures. Adults give safety a high priority and are vigilant in responding to any potential dangers that pupils may encounter.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

A parent summed up some of the key strengths of provision for children in the Early Years Foundation Stage when writing, 'I am very happy with the ways in which the school is stretching my child academically while helping her to play and interact with her peers.' Children are taught well in both the Reception and Nursery classes and this means that they make good progress. Consequently, their attainment is above average by the end of the Reception Year. Adults take good account of children's different starting points, including the needs of those in the early stages of learning English. They plan exciting activities, although just occasionally work lacks challenge for some children in the Reception classes. Adults make good use of the outdoor areas and give children good opportunities to think for themselves. For example, children were given high quality support when ordering dinosaurs in the Nursery. They were encouraged to use their own language with adults surreptitiously guiding children in their development of new vocabulary.

Provision is well led and managed. Leaders monitor children's progress closely and set them clear targets for improvement. They have a good knowledge of strengths and weaknesses and they are doing the right things to strengthen teachers' knowledge of how to meet the needs of the increasingly diverse intake that is beginning to include more children in the very early stages of learning English.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers are pleased with the work of the school. Positive comments included, 'The teachers are quick to work out what makes each child tick,' and, 'I feel the senior leadership team has made a huge improvement in the teaching and learning.' In written comments some parents and carers expressed concern about how unacceptable behaviour is tackled. The inspection team saw no unacceptable behaviour and found that the school has good systems for dealing with it when it does occur.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheam Fields Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 132 completed questionnaires by the end of the on-site inspection. In total, there are 454 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	74	32	24	2	2	0	0
The school keeps my child safe	95	72	36	27	0	0	0	0
My school informs me about my child's progress	68	52	52	39	10	8	1	1
My child is making enough progress at this school	65	49	52	39	11	8	3	3
The teaching is good at this school	73	55	50	38	5	4	1	1
The school helps me to support my child's learning	75	57	44	33	11	8	1	1
The school helps my child to have a healthy lifestyle	66	50	59	45	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	67	51	49	37	3	2	1	1
The school meets my child's particular needs	67	51	48	36	11	8	3	3
The school deals effectively with unacceptable behaviour	58	44	53	40	8	6	1	1
The school takes account of my suggestions and concerns	51	39	62	47	5	4	4	4
The school is led and managed effectively	72	55	46	35	8	6	2	2
Overall, I am happy with my child's experience at this school	81	61	43	33	7	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 November 2010

Dear Pupils

**Inspection of Cheam Fields Primary School, Sutton SM3 8PQ**

On behalf of the inspection team, thank you for welcoming us to your school and for talking to us about your work. You were very polite and friendly. We agree with you that your school is good and that you learn new things quickly.

These are some of the things we found out about your school.

- Children in the Nursery and Reception classes are happy and are making good progress.
- You are taught well in Years 1 to 6 and this helps you to make good progress.
- You are happy at school and try your best. There are lots of fun things to do outside lessons. We especially like the opportunities you have to play sport and to sing to outside groups.
- You have a good understanding of how to stay safe and healthy and you make a good contribution to the community.
- All of the adults in the school look after you well. They give you good help when you are struggling with your work.
- The school is well led and managed, and all of the adults are working very hard to make the school even better.

This is what we have asked your school to do next:

- make sure that you have enough time to learn about subjects other than English and mathematics and increase how much you learn in science
- improve resources in information and communication technology
- give you sharper targets in mathematics so that you can help yourself to improve.

We wish you all well for the future. You can help your teachers by continuing to work hard all of the time.

Yours sincerely

Mike Capper

Lead inspector

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