

St Dunstan's Cheam CofE Primary School

Anne Boleyn's Walk, Cheam, Sutton, SM3 8DF

Inspection dates 15–16 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Although pupils make good progress in English and mathematics, this has not recently been at the highest level, but is now improving.
- Teaching is good. Lessons are well planned and delivered to support pupils' learning. Resources and the school environment encourage effective pupil engagement.
- Pupils' behaviour is outstanding. They are always well behaved, caring and supportive of each other. They are ready to be fully involved in their learning. Pupils feel very safe and well cared for at school.
- The school is very caring, welcoming and has a strong sense of community. This is fully supported by its very strong Christian ethos.
- The opportunities for pupils' personal development are a great strength of the school. Its religious nature provides very clear spiritual and moral guidance and support.
- Disabled pupils and those with special education needs make good progress. Their needs are very carefully identified and monitored. They are well supported in their learning.
- Governors clearly understand what the school is doing well and where improvement is needed. They provide a very appropriate level of support and challenge and have undertaken a wide range of training to support their roles.
- The school is very well led and managed at all levels. The headteacher and senior leaders have clear systems in place to monitor the school's work. Middle leaders are well supported in developing and carry out their responsibilities.

It is not yet an outstanding school because

- Not all groups of pupils are making consistently outstanding progress. Not all pupils are making outstanding progress.
- The practice in the best lessons of ensuring that work is planned to meet the needs of the highest ability pupils needs to be consistent in all lessons and allow all work to be fully completed.

Information about this inspection

- Inspections observed 23 lessons of which five were joint observations with senior staff. A learning walk was conducted with the headteacher. They also observed one assembly, four registration sessions, three school clubs and the start of school, break and lunch times.
- Meetings took place with pupils, staff and parents, representatives of the governing body and a representative of local authority.
- Inspectors listened to pupils reading.
- Inspectors looked at the school's work including documentation on safeguarding, achievement, self-assessment, attendance, performance management and development planning. They also scrutinised pupils' work in lessons.
- Inspectors analysed 76 responses to the online questionnaire (Parent View), 50 responses to the staff questionnaire, the views of parents informally gathered at the start of the school day and the school's questionnaire to parents.

Inspection team

Michael Merva, Lead inspector	Additional Inspector
Gillian Walley	Additional Inspector
Fiona Robinson	Additional Inspector
Phillip Mann	Additional Inspector

Full report

Information about this school

- This is a larger than average primary school.
- Pupils come from a range of ethnic groups, but pupils from a White British background form the overwhelming majority.
- The proportion of disabled pupils and those with special education needs at school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be entitled to additional support from through funding provided by the pupil premium is below average. This is government funding that schools receive for pupils who are known to be eligible for free school meals, those who are in local authority care and the children of military personnel.
- The school meets the government's current floor standards, which set minimum expectations for pupils' progress and attainment.
- The school provides a varied range of clubs, including sporting activities, singing, music lessons and chess, photography and subject support.

What does the school need to do to improve further?

- Improve the proportion of outstanding teaching by:
 - sustain the current level of improvement and achievement at KS2 by making sure that the level of challenge is fully in place in all lessons for higher ability pupils
 - ensuring all lesson activities are well timed so all pupils are given the opportunity to fully complete all learning tasks in order to make maximum progress.

Inspection judgements

The achievement of pupils is good

- In relation to their starting points, all pupils make good progress by the end of Year 6 in English and mathematics, including disabled pupils and those with special educational needs and those who speak English as an additional language. School data indicate that this progress is currently improving significantly. Attainment at the end of Year 6 has been above average over the last three years.
- Progress in the Early Years Foundation Stage is consistently good. Pupils enter the nursery with skills slightly below those expected for their age and leave Reception slightly above those expectations. Pupils' progress is well assessed and monitored and supported by the very effective use of the well-resourced and attractive provision and strong links with parents.
- Pupils read with confidence and fluency across the school. A wide range of effective strategies and provision assist the learning of reading well. The library is well designed and attractive, with a very full range of books, including some that are very challenging. One pupil said: 'I enjoy reading and the school has good books to choose.' Another pupil said: 'having a reading buddy has really helped me'. All pupils are able to use letters and sounds well and there is clear parental involvement. Pupils make good progress by the end of Year 6. Attainment at the end of Year 2 is consistently well above average.
- The progress of the few pupils with English as an additional language is good. They are well supported and their attainment is generally above average over time, and improving. Very occasionally, the most able pupils do not make the rapid progress of which they are capable.
- The relatively small number of disabled pupils and those with special educational needs make consistently very good progress. Current school data and observation of the provision indicate that their progress is improving further and the gap between them and their peers is continuing to narrow. Their needs are carefully identified and monitored to ensure that appropriate support is in place. Links with parents are strong and the use of additional adults is very well focused. In a Year 5 literacy lesson on guided reading, a teaching assistant used explanation and coaching with great skill to enable a pupil with special educational needs to make excellent progress in reading.
- The numbers of pupils from ethnic groups other than White British are low. These pupils make good progress over time, with attainment generally above average at the end of Year 2 and Year 6.
- In the 2012 national tests and assessments, the gap between the very small proportion of pupils supported by school premium and their peers was approximately 12 months in both English and mathematics. Staff are aware of the needs of pupils supported by school premium and employ clear support to enable them to progress well. This has resulted now in the closing of the gap between them and other pupils.
- The school provides pupils with opportunities to achieve well outside the normal curriculum. A chess club enables pupils to gain high quality skills through expert support. Pupils also engage in a range of sporting and musical activities, allowing them to gain expertise in these areas.

The quality of teaching is good

- Teaching overtime is consistently good, with an increasing proportion which is outstanding.
- High quality resources are provided to support learning. The Early Years Foundation Stage teaching area is very well designed to provide an attractive and varied learning environment. In a nursery lesson, an imaginative selection of well-managed resources, including musical instruments, buried treasure and a tray of tadpoles, permitted pupils to engage very productively in their learning. As a result, they made good progress.
- The library provides a stimulating atmosphere to support reading for all pupils. In a Year 1 phonics lesson, computer software was well used to support pupils' learning. In a Year 4

geography lesson, stimulating resources, including the use of attractive photos of different clouds, helped pupils to clarify understanding; consequently they made good progress.

- The teaching of reading is strong. Letters and sounds are used well across the school. As a result, pupils are confident and fluent readers. They enjoy reading and greatly value the opportunities the school offers. Cross-curricular links are well developed to make sure that reading is embedded in all subjects. For example, in a Year 3 history lesson on Greek myths, successful connections were made between the reading of stories and their relationship with Greek mythology and its culture.
- Additional adults are employed well. Their work is well focused to help pupils to learn. In a Year 4 mathematics and science lesson on ratios and problem solving, an additional adult provided very clear explanation and guidance to a specific group of pupils. This generated a high level of excitement, complete engagement and excellent progress.
- Although teachers use effective strategies to support learning and the use of questioning and the opportunity to reflect are particular strengths, learning activities are not always appropriately timed to allow pupils to finish their work. In a Year 5 religious education lesson on the Ten Commandments, skilful questioning allowed pupils to carefully consider the relevance of the Commandments to their lives and how they support their Christian faith. As a result, pupils were able to fully reflect on how they can use them to support their daily lives. However, this is not yet a consistent approach across the school.
- Teachers set high expectations and the best lessons have work which meets all pupils' needs. In a Year 5 literacy session to support reading, texts were very well matched to support the full range of ability. As a result, all pupils made outstanding progress. However, in some lessons, work is not always targeted like this to meet the needs of the more able pupils.
- Assessment and marking are well used to aid pupils' progress. Pupils' work is marked well, allowing them to understand how to improve. Assessment opportunities during lessons are in place to help pupils understand what they are learning. In a Year 1 literacy lesson, pupils made good progress as a result of the well-planned lesson on writing a pirate story; resources such as help sheets and steps to success were provided to enable pupils to check their progress during the lesson. At the end of the lesson, pupils checked their learning by sharing their work with each other and comparing how well they used parts of speech such as adjectives and connecting words.

The behaviour and safety of pupils are outstanding

- Pupils consistently display excellent attitudes to learning. They respond well to challenge and enjoy their learning. Lesson routines are well established to help pupils engage in learning. In a Year 3 mathematics lesson on presenting data, pupils were very eager to demonstrate what they knew and were very responsive to tackling more difficult work.
- Parents feel that pupils are very safe in the school and welcome its caring nature and spirit of community. One parent said that 'staff are very professional' and another stated: 'our children love coming to nursery and Reception'.
- Pupils' behaviour around the school is outstanding. They are extremely friendly, engaging and always very well behaved. They are also well mannered and punctual. The use of peer support such as playground buddies, mentors and house captains enables pupils to take responsibility for their own behaviour. One pupil mentioned that the use of 'Quote a prayer with a prayer buddy' helped them stay focused on good behaviour.
- Behaviour is managed extremely well by the school. Clear management systems ensure that pupils are very well aware of expectations. School rules and procedures such as the 'Golden Book' to record good deeds and the earning of 'Golden Time' emphasise positive behaviour and mutual respect. These are well complemented by school's very strong Christian nature and routines. Behaviour is carefully monitored by school documentation. The very few incidents of poor behaviour are taken very seriously, well explored and fully include the involvement of parents.
- Pupils have a clear understanding of what constitutes bullying and of its various forms such as

cyber bullying. They understand the need to use computers safely and the danger of their misuse. Their understanding of bullying is well supported by various school initiatives such as anti-bullying week, the PSHE curriculum and the school's very strong Christian ethos. Pupils believe that bullying is not a concern at school, but are confident that it would be quickly dealt with if it did arise.

- Pupils feel very safe at school and feel they are well cared for. They know where to get help if required and know that they will receive effective support in dealing with their problems.
- Attendance over time is high and continues to improve. It is a significant strength of the school. The attendance policy is very clear in terms of requirements and expectations. Pupils are always punctual, especially when arriving to lessons.

The leadership and management are good

- The school is very well led and managed. Guided by the headteacher, it is welcoming, supportive and generates a strong sense of community underpinned by its very strong Christian ethos.
- The local authority provides light touch support for what it views as a good school. The school engages external support well to moderate assessment and to verify the quality of teaching.
- Clear processes are in place to monitor the quality of teaching. An array of processes, including formal lesson observations, lesson 'drop-ins', learning walks and peer observations involving senior and middle leaders, result in accurate evaluation and an improving picture. Peer observations are fully in place so that good practice is being shared in all subjects. Senior leaders have rightly identified that very occasionally, the most able pupils are not challenged sufficiently to ensure they progress more quickly. This finding demonstrates the school's capacity to improve. The quality of teaching is monitored by the governing body.
- Performance management is well developed for all staff. Annual targets are linked to pupil achievement and the quality of teaching. Middle leaders are involved in the process and view it as supportive. Class room performance is fully related to pay awards.
- Management of the Early Years Foundation Stage is good. Rigorous analysis tracks pupil achievements across the provision and effective links with parents are established. The very attractive learning environment is well maintained and resourced.
- The curriculum is broad and balanced and meets statutory requirements. Subjects are taught in such a way as to provide strong cross-curricular links and to develop all aspects of pupils' education. The development of the 'Philosophy for Children' programme is one example of this. Other features are the use of high order questioning, interpretation of stories and pictures, and reading to make links across subjects. Staff at all levels are fully committed to further developing and improving the curriculum.
- Safeguarding meets statutory requirements.
- Spiritual, moral, social and cultural education is a very strong feature of the school. The school's very committed Christian ethos generates a powerful sense of community. Spiritual life is the cornerstone of the school. Pupils are provided with a full range of opportunities to engage in worship and reflection based on the tenets of the Christian faith. This also provides in a strong sense of right and wrong and the importance of caring, supportive relationships. Other faiths are included by visits, for example to a Jewish place of worship, and visits by parents from other faiths. Opportunities for cultural development are included in projects such as Greek myths and Caribbean masks.
- The school engages parents well. Its sense of community embraces all its members. A clear effort is made to ensure that parents are completely welcomed by the school. Attendance at parents' evenings is very high and successful efforts are made to fully involve parents in their children's learning. Meetings are arranged for all years in order to explain to parents the content of the curriculum and how to support their children with, for example, mathematics and reading. The very high numbers of parents attending school special events such as the 'Fair Trade Breakfast' are evidence of the school's successful engagement strategies.
- The school believes that all children are both important and valued. It ensures that all pupils

have an equal chance to succeed and develop fully as individuals. Its Christian ethos helps to make sure that all pupils are given the guidance to lead successful lives and are prepared for their next step in education.

■ **The governance of the school:**

- Governors know the school well. They play a full role in its community nature and its strong spiritual ethos. Governors also completely support the school's emphasis on all aspects of the pupils' education and their development as individuals. They understand its many strengths and what it needs to do to improve further. Governors monitor the school's performance and its quality of teaching. They understand well how performance is managed and the relationship between classroom performance and pay awards. Governors understand the use of funding provided by the pupil premium and monitor its impact. They make sure that all statutory policies are in place and that all policies are reviewed at appropriate intervals. Governors, through their direct involvement in the school, including their link roles, check that policies are being implemented. They monitor the school's budget and finances robustly and makes sure these used effectively to support pupils' learning. They ensure that safeguarding meets statutory requirements and they monitor risk assessments rigorously. Governors have undertaken a comprehensive range of training, including safeguarding, safer recruitment, data and finance, to support them in their roles.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102992
Local authority	Sutton
Inspection number	413209

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	488
Appropriate authority	The governing body
Chair	Fr. Darren Miller
Headteacher	Christine Smyth
Date of previous school inspection	23–24 January 2008
Telephone number	020 8642 5463
Fax number	020 8770 7852
Email address	stdunstans@suttonlea.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

