

# Inspection of a good school: Cheam Common Junior Academy

Kingsmead Avenue, Worcester Park, Surrey KT4 8UT

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Inspection dates:

8 and 9 February 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The principal of this school is Sophie Gunner. This school is part of LEO Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Phillip Hedger, and overseen by a board of trustees, chaired by Dean Clark.

## What is it like to attend this school?

Pupils thrive at this school. They are happy, feel safe and embrace the many opportunities available. Pupils learn with enthusiasm. Staff support pupils very well. The school's use of technology ensures that all pupils excel in all areas of their learning.

Pupils' behaviour is exceptional. They are polite and respectful and actively seek out opportunities to help and encourage one another. Pupils are highly focused in their learning and motivated to do their very best. Their attitudes and behaviour are very positive and create a highly welcoming environment.

Pupils excel because of the high expectations set and the ambition the school has for all. Pupils achieve exceptionally well across the curriculum because their learning is meticulously planned and expertly delivered.

Pupils enjoy a range of clubs and outings. This includes many sports, competitions, coding and activities that encourage pupils to be active citizens in their community and beyond. They relish the opportunity to take on leadership roles. Older pupils are excellent role models for the younger pupils.

Parents and carers are overwhelmingly positive about the education the school delivers. Of the many comments provided, parents praised how welcoming and inclusive the school is and valued the many opportunities available.

## **What does the school do well and what does it need to do better?**

The school has a well-planned and ambitious curriculum. Learning is carefully sequenced and delivered by highly skilled teachers across all subjects. High-quality teaching ensures that all pupils develop knowledge, skills and understanding progressively over time. Teachers plan opportunities for pupils to make connections across the curriculum. For example, in science, pupils learn about habitats such as biomes, which supports pupils' learning in geography.

Staff are proud to work at this school and value the opportunities for professional development offered by the school and the trust. Teachers have excellent subject knowledge. They use extensive resources and training that equip them to deliver curricular aims in creative ways. Teachers routinely and systematically check pupils' understanding so that they address any gaps or misconceptions precisely.

Pupils with special educational needs and/or disabilities (SEND) access the same ambitious curriculum. Staff identify and meet pupils' individual needs with the utmost care. They ensure that pupils with SEND access an ambitious curriculum successfully. As a result, pupils with SEND achieve highly across the curriculum.

Reading is an absolute priority from the moment pupils join the school. The school uses reading expertise within the trust to identify pupils who would benefit from additional support with their reading. This includes pupils who join the school at different times during the academic year. Staff provide high-quality support to pupils who need additional support through reading experts. As a result, pupils are supported to catch up with reading and develop a love for literature.

The school has planned a comprehensive programme that promotes pupils' personal development. Pupils are supported to learn how to be healthy and safe. For example, all pupils participate in workshops on safer travel, online safety and how to promote positive mental health. Pupils learn about the importance of being active citizens. They debate moral dilemmas such as the issues associated with being a bystander. Pupils explore diversity within and beyond their communities. This includes visiting places of worship and celebrating cultural differences through regular events in school. Pupils spoke positively about their school being a harmonious community in which everyone belongs.

Pupils' behaviour across the school is exemplary. Staff encourage pupils to work hard and, as a result, they achieve very well. The school works very closely with pupils and families to ensure that pupils attend regularly.

Governors know the school extremely well. Through the support of the trust, the governance structure provides robust challenge and support to school leaders. This ensures that their ambitious vision continues to be realised. Staff well-being is at the forefront of leaders' thinking. This creates a positive environment where all staff and pupils are encouraged and supported to flourish.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2018.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	142398
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10296738
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	500
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dean Clark
<b>Principal</b>	Sophie Gunner
<b>Website</b>	<a href="http://www.cheamcommon.org.uk">www.cheamcommon.org.uk</a>
<b>Dates of previous inspection</b>	11 and 12 September 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of LEO Academy Trust.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with a range of staff, including the principal, teaching staff and support staff.
- The inspector met with members of the governing body, including the chair, as well as representatives from the trust, including the CEO and the chair of the trust.

- The inspector carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also discussed the curriculum in other subject areas. This included history and art.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector looked at documents such as the school's wider curriculum offer and those relating to how leaders support staff with their workload.
- The inspector considered responses to Ofsted's online surveys for parents, staff and pupils.

### **Inspection team**

Sophie Cavanagh, lead inspector

His Majesty's Inspector

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