



Cheam Park Farm Junior School

Inspection Report

Unique Reference Number 102965
Local Authority Sutton
Inspection number 276798
Inspection date 3 October 2006
Reporting inspector Steven Hill

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

Type of school	Junior	School address	Kingston Avenue
School category	Community		North Cheam
Age range of pupils	7-11		Sutton SM3 9UE
Gender of pupils	Mixed	Telephone number	020 8644 8969
Number on roll (school)	405	Fax number	020 8641 8049
Appropriate authority	The governing body	Chair	Mrs Jackie Saddington
		Headteacher	Mr Gordon Drane
Date of previous school inspection	27 March 2000		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a large school whose pupils mostly come from the immediate area, but there is also a considerable minority who travel a significant distance to get to school. About 85% of pupils are White British in background, with the rest coming from a variety of other ethnic heritages. Virtually all of them are fluent speakers of English. Attainment on entry is above average. Mobility is low, as is the proportion of pupils identified as having learning difficulties or disabilities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Good leadership and management have ensured that strengths from the last inspection have been consolidated and relative weaknesses improved. As a result, teaching and learning are consistently good, and there are some outstanding lessons. The curriculum has improved and is good, with a wide range of extra curricular clubs in which pupils participate enthusiastically. The use of information and communication technology (ICT) has improved considerably since the last inspection, because of improved equipment and better staff expertise. Some good use is made of ICT to support learning in other subjects, but this is not completely systematic across the school, particularly in using the new interactive white boards. The school has identified this as a current priority. The care, guidance and support given to pupils are outstanding. There is very careful and thorough tracking of how individuals are getting on. The support provided as a result leads to all pupils making good progress, regardless of their ability or background. Achievement is good throughout the school and standards are well above average by Year 6.

Pupils' personal development and well-being are outstanding. Behaviour is excellent and pupils develop a very strong work ethic that underpins the progress they make in class. Relationships are very good and pupils really enjoy school. They have a good understanding of keeping safe and of healthy lifestyles. By the end of Year 6, they are very well placed for the next stage of education, and for their future lives.

The good teaching and learning are firmly based on very good relationships and high expectations of pupils' work and behaviour. As a result, lessons are purposeful, busy and enjoyable. Teachers' planning is thorough and effective, and takes good account of pupils' different needs and abilities. Good use is usually made of the highly skilled learning support assistants to help pupils learn, particularly those with learning difficulties or disabilities. Occasionally, teachers miss opportunities for pupils to develop their thinking and organise their ideas, by talking to each other about their work in different subjects.

The strong leadership and management of the headteacher and his deputy are increasingly complemented by good leadership from subject leaders. They have increased their role in setting a clear direction for colleagues and in monitoring standards in teaching. There is a systematic programme for them to work alongside colleagues in the classroom to share their expertise, although such opportunities have been limited by financial constraints. The excellent procedures for the school to evaluate its own effectiveness, and the outstanding work in tracking pupils' progress, strongly underpin the school's work, and its success.

What the school should do to improve further

- Consolidate the arrangements to use ICT to support pupils' learning across the curriculum.
- Give pupils more opportunities to talk about their work, to support their progress in different subjects.

- Give subject leaders more opportunities to share their expertise with colleagues in the classroom.

Achievement and standards

Grade: 2

Pupils achieve well and standards are consistently well above average by Year 6. All groups of pupils make good progress throughout the school. Results of national assessments confirm this. Pupils who have learning difficulties or disabilities do well because of the carefully targeted extra help they receive. High-fliers get challenging work and also make good progress. As a result, about half the pupils exceed the expected level for Year 6 in English, mathematics and science. The school has successfully worked to ensure that standards in writing are as high as in reading; consequently, standards in reading and writing are much closer than is the case nationally.

Pupils are making good progress in their ICT skills, a significant improvement since the last inspection. Standards now meet the national expectation.

Personal development and well-being

Grade: 1

Pupils' behaviour is excellent and they form very good relationships with each other and with staff. They thoroughly enjoy school and are keen to succeed with their work. They try very hard in class, and work together effectively when required. They are friendly, confident and happy in school, and are developing high levels of self-esteem. Pupils in Year 3 have already decided that 'It's fun learning in this school,' and that they like their teachers. Pupils in Year 6 confirmed that they still really enjoy school. Attendance is very good.

Pupils have a very good understanding of healthy lifestyles, and are enthusiastic about sports and other physical activities. They know about healthy eating, and many bring fruit or vegetables as their mid-morning snack. They understand how to keep safe, and are sensible at playtimes and when moving around the school. Their spiritual, moral, social and cultural development is good. They contribute very well to the community, particularly through the school council. They are confident that their views are listened to, and are proud of some of the initiatives they have started, such as adopting a tiger on the Isle of Wight! Their very good basic skills and positive attitudes to work stand them in very good stead for their next schools and their future lives.

Quality of provision

Teaching and learning

Grade: 2

The good teaching across the school is based on very good relationships between teachers and their pupils. Pupils like their teachers and are keen to please them, so they work hard and show excellent behaviour in response to their teachers' high expectations. Teachers plan very thoroughly, making good use of assessment data to match work to pupils' different needs. They set meaningful, individual targets that pupils know well and are keen to reach, although one Year 3 pupil said that her targets for learning tables and improving spelling would be easier to meet than that of keeping her desk tidy! Marking is good, and gives pupils clear pointers for improving their work. Occasional weaknesses in teaching are missed opportunities to use pupils' skills in speaking and listening, too slow a pace for parts of a lesson, or not taking full advantage of the skills of learning support assistants.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of all pupils well, contributing both to their learning and their enjoyment of school. It has improved since the last inspection and now provides sufficient time for all statutory subjects. The ICT curriculum has improved enormously, with a consequent rise in standards. However, it is not used systematically enough to help pupils to learn in other subjects. French has successfully been introduced throughout the school, with help from the local high school, thus broadening pupils' horizons. A strong focus on healthy lifestyles gives pupils a good understanding of what they should eat. Their good understanding of the importance of exercise is enhanced by good provision for physical education lessons, as well as a variety of sports clubs. There is a wide range of well-attended extra-curricular clubs which support pupils' learning effectively and generate a lot of enthusiasm for school.

Care, guidance and support

Grade: 1

The school has excellent procedures for tracking the progress of individual pupils. Any who are not making the expected progress receive very effective help to address their particular difficulties. This ensures that all pupils, but in particular those with learning difficulties, achieve well. Throughout the school, teachers set clear and specific individual targets for pupils. These help motivate them by showing them how well they are doing, and contribute strongly to their good achievement.

Pupils receive good pastoral support. As a result they feel safe, happy and relaxed in school. Pupils in Year 3 settle in quickly. Together with an ethos of hard work, this provides a very secure basis for their learning. Arrangements to ensure pupils' health and safety are securely in place. There is very little bullying in the school and pupils

in Year 6 were confident that, if an incident did happen, the headteacher would quickly '...sort it out.'

Leadership and management

Grade: 2

As at the last inspection, the headteacher and deputy provide clear leadership to the school community. Between them, they have established very effective systems for monitoring teaching and assessing pupils' progress. Teachers are given good feedback to help them improve their performance, and any issues concerning standards are quickly picked up and action taken to address them.

The role of subject leaders has increased and they are now doing a good job in supporting colleagues in their work. There are now 'subject forums' for each curriculum area, where subject leaders meet with colleagues from across the school, and with a member of governing body. These are very effective. Good use is made, at these meetings, of assessment data and samples of pupils' work to audit the current situation and to plan improvements. These forums also contribute to governors' good understanding of the work of the school, so they are able to offer support and challenge to staff. Self-review at staff year-group meetings provides a similar effective platform to underpin improvements. Funding constraints mean that subject leaders still lack opportunities to work alongside their colleagues in the classroom, to share their expertise.

These elements of good leadership and management at all levels support the school's outstanding self-evaluation. This has underpinned the continuing high standards for pupils, and the improvements made in the curriculum and teaching. The virtual elimination of the gap between reading and writing standards, the vastly improved ICT curriculum and the greater consistency in teaching are among the positive results. The school is well placed to make further improvements.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for your warm welcome when I inspected your school. I enjoyed talking to you and watching you at work. You told me that Cheam Park Farm is a good school, and I agree with you. I could see why you all enjoy it so much. This is what I thought.

You make good progress because of good teaching, and reach high standards by the end of the school. I was very impressed by your excellent behaviour in class and, in particular, in assembly. You have interesting things to do, and work very hard in lessons. There is a good variety of clubs that you enjoy going to. You get on very well with the staff and with each other. You contribute your ideas very well through the school council.

The teachers and other staff take great care of you, so you are safe and happy in school. They keep a careful eye on how you are getting on, so that if anyone has problems they can sort them out. The headteacher, staff and governors are good at organising the school so that everything runs smoothly. This is because they check up on things carefully and are always trying to make them better. For the school to get better still, I think that:

- you and your teachers should make more use of ICT in different subjects
- you should have more chances to talk to each other about your work, to help sort out your ideas
- your teachers should have more time to work in each other's classes, so they can give each other advice about how make learning even better.

I hope that you enjoy the rest of the year, and that the pupils in Year 6 have a good time in the Isle of Wight.

Best wishes,

Steven Hill (Lead Inspector)