

Cheam Park Farm Junior School

Inspection report

Unique Reference Number	102965
Local Authority	Sutton
Inspection number	335994
Inspection dates	28–29 January 2010
Reporting inspector	Wendy Forbes

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	377
Appropriate authority	The governing body
Chair	Jackie Saddington
Headteacher	Norman Colman
Date of previous school inspection	3 October 2006
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Introduction

This inspection was carried out by three additional inspectors. Inspectors spent more than 75% of their time evaluating pupils' learning. Fourteen teachers were seen, including cover and visiting specialist staff. The inspection team reviewed many aspects of the school's work. The inspectors observed 17 lessons or part lessons and visited all classrooms to sample displays and pupils' behaviour. Meetings were held with governors, staff and a group of pupils. Inspectors observed the school's work and examined pupils' books and school documents, including the school improvement plans and safeguarding information. They analysed 137 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress and attainment of pupils from Years 3 to Year 6, particularly in writing
- how effectively teaching and the curriculum meet the needs of all learners, particularly the most able
- how effective leaders and managers at all levels have been in driving up attainment, especially in writing
- how effective are assessment strategies, marking and pupil tracking systems in raising achievement across the whole school
- the effectiveness and impact of interim leadership and management in sustaining the school's capacity for improvement.

Information about the school

This is a larger-than-average junior school, with single-aged classes. Almost all of the pupils are from White British backgrounds, with the rest representing a range of other ethnic groups. Very few speak English as an additional language. The current proportion of pupils with special educational needs and/or learning disabilities is below the national average and includes those with moderate learning and emotional and social difficulties. The school has been accredited with the Activemark award for physical education.

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

Cheam Park Farm is a good school where pupils do well. The good leadership of the acting head and deputy headteachers has ensured that the school has continued to thrive in the intervening period between the recent retirement of the previous headteacher and the new headteacher, who is due to join the school in April 2010.

The efforts made by the staff to provide a warm and supportive environment are greatly appreciated by parents, with whom the school enjoys exceptionally good

relationships. Pupils thrive and do well. As one parent said, 'This is a happy school and we are all proud to be part of this caring community.' The priority the school gives to good academic standards is balanced well by an equal desire to ensure that pupils are well prepared to be citizens of tomorrow. Pupils enjoy school and work hard. Their behaviour is outstanding. Pupils' excellent attendance reflects their desire to be at school. They gain an outstanding understanding of how to be safe in the wider world as a result of the high quality care, good curriculum and good learning.

Predominantly good and sometimes outstanding teaching and a well-planned curriculum are significant factors in ensuring all pupils enjoy learning and make good progress between Years 3 to 6. As a result, by the time pupils leave school, attainment is above average and from pupils' starting points this represents good achievement. Pupils do especially well in science and reading, and attainment is also above average in mathematics. Leaders are working to lift standards in writing which, although average, are not as high as in other subjects. However, recent improvements in the teaching of writing are helping to improve pupils' writing skills but the most able could still be doing better. In the school as a whole, some more able pupils are not given consistently challenging work. Specialist teaching leads to high attainment in French, physical education, and music. The use of information and communication technology (ICT) has improved especially well in recent years.

Leaders' self-evaluation is honest and accurate and, as a result, leaders set appropriately challenging whole-school targets for development and take firm action to bring about improvements. For example, leaders are aware of the differences in learning styles between boys and girls and they have developed the curriculum appropriately to ensure that pupils make equally good progress in their learning. Good teamwork, including the work of governors, is helping the school to achieve good outcomes for pupils. The school has a good capacity for sustained improvement.

What does the school need to do to improve further?

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- Build on the work already started to raise attainment still further by:
 - making effective use of assessment information in order to plan teaching and learning activities that will consistently challenge all pupils and in particular the most able to reach higher levels
 - ensuring attainment in writing is at least above average, especially by helping the most able pupils to do better.

Outcomes for individuals and groups of pupils**2**

Lessons observed showed that pupils make good progress and develop good learning habits which help them to achieve well by the age of 11. For example, pupils had great fun and confidently used formulae, data spreadsheets and internet websites to provide information to help them to design and cost a new bedroom. All pupils have individual learning targets and many are involved in the assessment of their own learning in lessons and over time; this helps them to have high aspirations. Through sensitive support and well-tailored activities, those with special educational needs and/or disabilities are well supported and make good progress.

The school's data and inspectors' observations of pupils' work showed that a number of initiatives, particularly the developments in the teaching of writing, are helping to accelerate pupils' progress. In a few lessons seen, the pace and challenge of the lesson, particularly for the most able, was slower. Consequently, these pupils did not achieve as much as they could. Nonetheless, pupils' good overall attainment in a wide variety of subjects, when coupled with their very positive attitudes, ensure that they are well prepared for their secondary education.

Pupils develop high self-esteem, are reflective, feel valued and are willing to try new things. Pupils show friendships and are respectful, and show sensitive support for each other. They have a very clear understanding of what is right and wrong. Pupils keenly help others and forge strong links with the local community. The school council enjoyed helping with the recent appointment of a new headteacher. Pupils are knowledgeable about the importance of healthy eating and regular exercise. They are proud about the school's many successes in sporting tournaments.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching seen throughout the inspection ranged from outstanding to satisfactory, and is good overall. In the lessons seen, teachers' subject knowledge was good overall and adults engaged and motivated pupils well. Teachers' high expectations and their good relationships ensured a strong work ethic and a general enthusiasm by pupils to do their best. In an outstanding literacy lessons pupils keenly provided convincing arguments for and against the use of mobile phones in school. In this lesson, the needs of every single pupil were very skilfully addressed, ensuring that pupils achieved their very best. Most teachers rigorously gather information about pupils' progress to help them to plan the next steps of pupils' development. However, this is not consistent enough to ensure that the most able are always challenged. Work is rigorously marked so that pupils know how well they are doing and how to improve.

Pastoral care and the school's good personal, social and health education are strengths of the school and have a positive impact on the good outcomes for pupils, particularly the promotion of courtesy, good manners, respect and good citizenship. Pupils and parents who responded to the questionnaires were unanimous in their views that pupils feel very safe in school and that teachers will help them.

Pupils experience an interesting curriculum that is enhanced by a good range of extra-curricular clubs and very successful local partnerships. Links with the local secondary school broaden pupils' experiences greatly.

These are the grades for the quality of provision

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

How effective are leadership and management?

Throughout this period of change the acting headteacher has worked tenaciously to ensure the school continues to move forward. He is well supported by the acting deputy headteacher, school business manager, other staff and governors. Together, they carefully check the work of the school and then plan and take effective actions to improve things for the pupils and the community. Leaders have high expectations and set challenging targets.

Leaders try their best to ensure that all pupils have equal opportunity to achieve as well as they can and that no pupil is subject to any form of discrimination. With this in mind, they are working to ensure that the most able pupils do even better in the future. Parents and carers highly appreciate the acting headteacher's efforts to improve communication and to involve parents more fully in the life of the school since the last inspection. Governors know the school well. They play an active role in strategic planning by providing both support and challenge. Well-developed systems within the school are complemented by a good range of partnerships with others. Safeguarding procedures are rigorous.

The school's development of community cohesion is good. Fund raising for and links with local and international communities are well developed, as evident in the project led by the school council to raise funds to sponsor a child in India. Pupils know about different faiths and cultures and the school works with parents, so that they can share their cultural heritages. The school has plans to further widen pupils' awareness of the diverse cultural make-up of the United Kingdom.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning</p>	2
	2
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	2
<p>The effectiveness of the school's engagement with parents and carers</p>	1
<p>The effectiveness of partnerships in promoting learning and well-being</p>	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The vast majority of parents and carers are supportive of the school, particularly in their praise of the acting headteacher and staff, the strong pastoral care and the way in which the school keeps their children safe. Parents and carers who returned questionnaires or who spoke to the inspection team were overwhelmingly positive about the school. Overall, parents' and carers' views reflect the inspection findings. A few parents expressed individual concerns about aspects of the school, but there was no pattern or trend. Inspectors found no evidence to substantiate any individual concerns, although these were summarised and reported to the school anonymously to raise the school's awareness of concerns held.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheam Park Farm Junior 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 377 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	59	52	38	4	3	0	0
The school keeps my child safe	90	66	46	34	1	1	0	0
The school informs me about my child's progress	53	39	78	57	4	3	1	1
My child is making enough progress at this school	54	39	70	51	12	9	0	0
The teaching is good at this school	74	54	58	42	2	1	0	0
The school helps me to support my child's learning	61	45	72	53	4	3	0	0
The school helps my child to have a healthy lifestyle	66	48	68	50	3	2	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)	53	39	68	50	5	4	0	0
The school meets my child's particular needs	60	44	67	49	7	5	0	0
The school deals effectively with unacceptable behaviour	49	36	77	56	5	4	0	0
The school takes account of my suggestions and concerns	46	34	80	58	5	4	0	0
The school is led and managed effectively	73	53	63	46	0	0	0	0
Overall, I am happy with my child's experience at this school	75	55	61	45	1	1	0	0

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



1 February 2010

Dear Pupils,

Inspection of Cheam Park Farm Junior School, North Cheam SM3 9UE

Thank you for being so friendly when we visited your school recently. A special thank you to those who met with us to give us your views and talk about your work. We were delighted to see that you enjoy your work and play so much at school that very few of you are absent. We were also impressed by the huge amount of fund raising you have done to support children less fortunate than yourselves in other countries such as the child you support in India and the amazing amount of money you raised for the Haiti Earthquake Appeal. This really impressed us.

I am writing to let you know what we found out during our visit. Many of you and your parents told us that you go to a good school, and we agree. You are making good progress. Your teachers work hard to make learning fun and interesting for you. They take good care of you, help you to feel very safe and keep a close check on how well you are learning. You do your bit by enjoying school, working hard and behaving exceptionally well. The acting headteacher and all other adults work hard to help you achieve your best. While your school is good, there are two things we have asked the school to do to make it even better:

- help you improve your writing so that it is as good as your reading and other subjects
- make sure that teachers use information about how well you are doing to help those of you who find learning easy have plenty of challenging things to do.

We really enjoyed being in your school and hope that you will continue to work hard and enjoy everything your school offers.

Yours sincerely,

Wendy Forbes

Lead inspector

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