

QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Outstanding
Outcomes for Pupils are:	Outstanding
Quality of Teaching, Learning and Assessment:	Outstanding
Area of Excellence: Coaching and mentoring to build leadership capacity and improve teaching	Confirmed and valid for 3 years
Previously accredited Areas of Excellence:	Not applicable

Overall Review Evaluation

The Quality Assurance Review found indicators that Cheam Fields Primary Academy appears to have moved beyond the Good grade as judged by Ofsted in the school's previous Ofsted report and is working within the Outstanding grade.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- The school is larger than the average-sized primary school.
- The school joined the Leo Academy Trust in September 2016.
- The proportion of pupils from multi-ethnic groups is broadly in line with the national average.
- The proportion of pupils who speak English as an additional language is in line with the national average.
- The proportion of disadvantaged pupils and those who have special educational needs and/or disabilities (SEND) is below the national average. The proportion of pupils with education, health and care plans are in line with the national average.

School Improvement Strategies

What Went Well

- The headteacher has been very successful in building an extremely effective senior team whose passion and dedication set the tone for the whole school community.
- There is excellent communication across the school so that everybody is clear about expectations and the school's vision.
- Middle leaders are developing very well. They have been given targeted support and trusted to use their own initiative to improve their areas.
- There is regular and robust monitoring that leads to accurate self-evaluation.
- Leaders' individual action plans are clear and manageable and give appropriate timescales.
- Leaders know the groups of pupils very well and track them thoroughly.
- There is a high level of rigour and accountability in the pupil-progress meetings.
- Leaders identify staff needs and respond to their aspirations through making targeted provision and training available to them.
- The school runs excellent training programmes based around coaching and mentoring for its entire staff, including newly qualified teachers and middle leaders.
- Class teachers are confident and feel empowered by leaders, who are open to their suggestions for driving improvement.
- Outcomes for mathematics have improved since the previous inspection as a result of coaching for staff and careful analysis of data.
- Attendance is improving and is now close to the national average.

Even Better If...

... leaders gave more prominence to actions for whole-school key priorities in the school development plan.

Pupil Outcomes

- The proportion of Reception children reaching a good level of development in 2016 was broadly in line with the national average.
- In 2016, the proportion of Year 1 pupils reaching the required standard in the national phonics check was broadly in line with the national average after two very good years of attainment in phonics. This was due to staffing changes. Current Year 1 pupils are on track to do extremely well.
- Standards in Key Stage 1 national assessments were above the national average in reading, writing and mathematics in 2016.
- In reading, all groups did well. The proportion of pupils reaching greater depth was above the national average. Boys with expected and exceeding prior attainment did well at greater depth.
- In writing, pupils with emerging prior attainment did well. The proportion of boys reaching the expected standard was above the national average. Disadvantaged pupils did not do as well as others.
- In mathematics, pupils with emerging prior attainment did very well at the expected standard. Boys did better than girls in school, but both groups were above average when compared with their peers nationally. Disadvantaged pupils did as well as other pupils.
- At Key Stage 2, the combined figure for pupils reaching the expected standard in reading, writing and mathematics was 60%, which is above the national average.
- Progress was above the national average in reading and mathematics and in line in writing.
- In reading, the seven pupils with low prior attainment did particularly well. Attainment was broadly average but those with low prior attainment were above the national average. Disadvantaged pupils performed as well as the others.
- In writing, pupils with middle prior attainment made good progress and their attainment was above the national average. The proportion of pupils reaching the expected standard was above the national average.
- In mathematics, pupils with prior middle attainment made good progress and their attainment was above the national average. Attainment was above average at the expected and higher standards for all pupils.
- Boys made above expected progress in reading, particularly those with low prior attainment. Boys' attainment was above the national average in reading but girls' attainment was below. Boys' progress was generally positive in writing. There was little difference between the attainment of boys and girls in writing. In mathematics, four boys with low prior attainment did not make the expected standard but those with middle prior attainment did well.
- Pupils with special educational needs and/or disabilities made good progress in reading, better than in writing. Progress was positive in mathematics. Attainment

was strongest in reading, with half the pupils reaching the expected standard. Only two of the eight pupils reached the expected standard in writing.

- Standards in grammar, punctuation and spelling were above the national average. Boys and girls performed equally well.
- In the science assessments, all groups were above average, apart from SEND students, and they achieved roughly the same proportion – this is unusual.
- Books show a high level of consistency across all year groups in terms of current pupils making rapid progress over time.
- The progress of disadvantaged pupils is in line with their peers. Where there are differences, these are improving.
- Pupils who have special educational needs and/or disabilities are very well catered for and this is evident in their strong progress from different starting points.
- Pupils speak with confidence about their learning, they make links across subjects and reflect at depth about their knowledge and understanding. The school is preparing them very well as learners.
- Current pupils are on track to do extremely well in end of key stage assessments for 2017.

Quality of teaching, learning and assessment

What Went Well

- Teachers model their high expectations very well in a range of different subjects, making excellent use of resources.
- There is a high level of consistency across age groups and subjects in carrying out the school's marking and feedback policy. As a result, pupils know how to improve their work.
- Probing questioning makes pupils think and extends their learning.
- Pupils have many opportunities to reflect upon their learning, share ideas and engage in discussion. They are not afraid to take risks or express differing views.
- Teachers use inspiring resources to engage pupils and accelerate their learning. They use visualisers well to analyse examples of pupils' work.
- Teachers give pupils strategies to move on in their learning, such as an instruction sheet in information technology so that they do not have to wait for others to catch up.
- All staff make the most of learning time and there is always a next challenge. A pupil was overheard to say, 'In this school there's no such thing as finishing!'
- Pupils are highly motivated to learn. Their attitudes are excellent. They pick up their teachers' passion for learning and can explain what is expected of them.
- Teachers have very good subject knowledge and address misconceptions as they arise. They use technical language skilfully.

- Teaching staff make links across different subjects and build effectively on pupils' prior learning.
- Working walls are used very well to support learning and consistently across the school.
- Support staff are highly effective and make a difference, for example in running intervention sessions.

Even Better If...

... teachers continued to develop their familiarity with the new mathematics scheme so that they can use it to maximum effect.

... the most able pupils had opportunities to begin their work sooner when it is clear they have grasped what is required of them.

... pupils had opportunities in subsequent pieces of work to show that they have applied and met any next steps.

Quality of Area of Excellence

Coaching and mentoring to build leadership capacity and improve teaching

Why has this area been identified as a strength?

One of the school's core values is to bring out the best in everyone, identifying potential and equipping staff to meet it. It does this through highly successful programmes of coaching and mentoring. One of the principles of the senior leadership team is that they never ask anybody to do anything they are not prepared to do themselves. This approach is reflected in the programmes.

What actions has the school taken to establish expertise in this area?

A comprehensive training programme was set up for the school's five newly qualified teachers who met regularly with the assistant headteacher and undertook lesson studies. During this programme, they watched one another teach and shared best practice, as well as identifying 'even better ifs'. Part of the training was to equip them for taking on subject leader roles in the following year. The programme included filming lessons and team teaching as well as including newly qualified teachers in joint monitoring.

Teaching assistants also share their own good practice and benefit from their own coaching and mentoring programme. Middle leaders have increased their effectiveness through working closely with senior leaders on their roles and responsibilities, joint monitoring, learning walks in other schools and covering issues such as holding difficult conversations.

What evidence is there of the impact on pupils' outcomes?

The five newly qualified teachers are delivering consistently high quality teaching enabling pupils to make rapid progress. This is evident in pupils' workbooks. Middle leaders are confident and well established in their roles and responsibilities, an improvement since the previous inspection. They are analysing data effectively and work to strategic action plans that enable them to make a difference to their phases, especially in ensuring consistency of provision and feedback to pupils. This, again, is having a positive impact on pupils' outcomes.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the headteacher, the school would not like any further support at this time.

The school is active within the Cheam Hub and is fully aware of the support Challenge Partners can offer through the directory and leadership development days.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.