

# Cheam Common Infant School

Balmoral Road, Worcester Park, Surrey, KT4 8SS

**Inspection dates** 18–19 September 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Leadership and management      |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Achievement of pupils          |                      | Good        | 2        |
| Early years provision          |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils work hard and make good progress in reading, writing and mathematics. Their attainment in these subjects has been significantly above average for several years.
- More-able pupils make good progress because teachers ensure that they are given harder work.
- Teaching is consistently good, with some that is outstanding. Teachers know their pupils well and they provide work that is at the right level for them.
- Children in the Early Years Foundation Stage settle quickly because staff provide a safe and secure environment for them. They make good progress and are well prepared for Year 1.
- Teaching assistants provide effective support because they are well trained. They help individual pupils as well as small groups, enabling them all to progress well.
- The school provides very good support for those pupils who are at risk of not doing so well.
- Pupils behave well in class and when moving around the school. They get on very well together, regardless of background. Pupils feel safe in school and say that adults are kind and helpful.
- Pupils' spiritual, moral, social and cultural development is promoted very well through the well-planned curriculum. Pupils have a good understanding of right and wrong, fairness and justice.
- The headteacher gives the school a clear direction. She works in close cooperation with staff and governors to improve teaching and raise standards.
- The school has faced some substantial challenges over the past two years. Despite this, they have maintained high standards across the school and continue to improve. Parents are overwhelmingly positive about all aspects of the school.

### It is not yet an outstanding school because

- There is not yet a high enough proportion of outstanding teaching to secure high achievement for pupils.
- Not all pupils always take enough care in the presentation of their work nor take the time to respond to teachers' marking.
- Several subject leaders are new to their roles and have not yet had time to influence the work of other staff by checking their work, particularly in the way they show pupils how to improve their skills.

## Information about this inspection

- Inspectors, joined by senior leaders, observed pupils working in 13 classes. They also made short visits to a further eight lessons. They looked at work in pupils' books, including some from the previous academic year. They listened to pupils reading in Year 2 and they attended an assembly. They also observed pupils at lunchtime and in the playground.
- Meetings were held with staff, pupils and members of the governing body. A meeting also took place with a representative from the local authority.
- Among the documents scrutinised were the school's plans for improvement, minutes from governors' meetings, records regarding the progress made by pupils and information about assessment and the curriculum. Inspectors also considered documentation showing how the school ensures that pupils and staff are safe.
- The views of parents were taken into account by analysing 99 responses to the online survey, Parent View. Inspectors also spoke informally to parents during the inspection. The views of staff were taken into consideration by analysing the 35 responses to the staff questionnaire.

## Inspection team

|                               |                      |
|-------------------------------|----------------------|
| Joy Considine, Lead inspector | Additional inspector |
| Elizabeth Tennant             | Additional inspector |
| Matthew Klimcke               | Additional inspector |

## Full report

### Information about this school

- The school is larger than the average-sized infant school. It has expanded over the last two years to become a four-form-entry infant school.
- The proportion of pupils eligible for the pupil premium is lower than average. This is additional funding provided by the government to support disadvantaged pupils.
- The proportion of pupils from minority ethnic groups is above average and about a fifth of the pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported with a statement or the new education, health and care plan is lower than average.
- There is provision for children in the Early Years Foundation Stage in the Nursery and Reception classes.
- Since the previous inspection, senior leaders and governors have overseen a substantial building programme to provide additional classroom and administrative accommodation. There have also been substantial changes to the teaching and leadership teams in the past two years.

### What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by:
  - providing opportunities for pupils to respond to teachers' marking by correcting and improving their work
  - providing better guidance to pupils by specifically demonstrating the particular skills they want the pupils to learn
  - making clear to pupils how the presentation of their work can be improved.
- Develop the role of subject leaders so that they play a more active role in checking the work of other teachers.

## Inspection judgements

### The leadership and management are good

- School leaders and governors have high expectations for pupils and staff. They know the school's strengths and have ambitious plans for further development. They have successfully addressed the issues for improvement from the previous inspection and are well placed to continue to improve. The local authority provides 'light-touch' support for this good school.
- The school leadership team has been restructured and some subject leaders are new to their roles. Although leaders check the work of teachers, some new leaders are yet to develop their skills. Consequently, some aspects of weaker teaching, such as the lack of response to teachers' marking by pupils, have not been addressed. That is why leadership is not yet outstanding.
- There are systematic procedures in place to record and track pupils' attainment and progress. This is shared with staff and parents, who feel well informed about the progress their children make. Following the removal of National Curriculum levels, the school is working in cooperation with local schools to develop their own approach to assessment based on the skills and knowledge they expect pupils to gain.
- Systems are in place to improve teaching and leadership at all levels. In addition to seeking guidance from the local authority, the school uses their own expertise of coaching and mentoring to develop teachers' skills. There are clear links between the school's arrangements for improving teaching and professional development. All staff have targets linked to pupils' progress and they understand that their progression on the salary scale is dependent on their performance. Consequently, teaching is good and improving.
- The curriculum is broad and balanced and prepares pupils for life in modern Britain. School assemblies provide pupils with opportunities to reflect on national events such as World Peace Day and what it means to live in peace. Links with a school in Malawi provide occasions when pupils reflect on their own lives in comparison with those in the developing nations. This contributes well to their spiritual, moral, social and cultural development.
- The additional primary school sports funding has been used to develop staff skills to teach gymnastics, dance and games. This has increased staff confidence, which in turn has increased pupils' rates of participation and enjoyment in physical education.

#### ■ The governance of the school:

- Governors carry out their statutory duties effectively. They visit school regularly and provide a good balance of support and challenge to school leaders. They use finances well and know that the pupil premium has successfully closed the gap between disadvantaged and other pupils. They work in close cooperation with school leaders and fully understand the strengths of the school as well as the challenges. They know that teaching is good and occasionally better because they have robust systems in place to manage the performance of the headteacher and other staff. They know that pupils' standards are high in comparison with those in other schools and that pupils achieve well. They are well organised, having recently reviewed the committee structure to improve their already good working practice. They are currently supporting school leaders to develop assessment systems to complement the new curriculum. They ensure that all arrangements for keeping pupils and staff safe meet all requirements.

### The behaviour and safety of pupils are good

- Pupils' behaviour is good. They enjoy school and have very positive attitudes to learning, and this is reflected in their good attendance. They get on well together and show respect towards each other, regardless of background. Parents, staff and governors agree that pupils behave well.
- Pupils listen to teachers and enjoy responding to questions and settle quickly to work. There are times, however, when the work is not hard enough and they complete it quickly. When this happens they start to fidget and chat among themselves. This is why their behaviour is not yet outstanding.
- Pupils say there is little bullying and that helpful adults are always on hand to sort out minor disagreements that very occasionally arise. They know about different forms of bullying and that it is unkind to call people names. School records show very few reported incidents relating to poor behaviour.
- Pupils understand right and wrong and reflect on moral dilemmas through the curriculum. For example, pupils in Year 2 were using the book, *Six Dinner Sid*, to reflect on the qualities of the main character, Sid, who was a very greedy cat.
- School Council members are elected at the beginning of the year and this helps pupils to understand

British values such as democracy. Some are 'buddies' and know they have to look out for those who have few friends. 'Eco' Warriors remind others to turn out lights and to save and recycle paper.

- The school's work to keep pupils safe and secure is good. The installation of additional fencing and security gates has increased safety and all adults are carefully checked. Pupils say they feel safe in school. One pupil said, 'I don't know why I feel safe in school. I just do.'
- Pupils are taught about how to stay safe outside school. They understand the need to take care when crossing the road and to be careful near railways and rivers. They know that tobacco and some drugs can be harmful and understand the need to stay safe outside school.

### **The quality of teaching** is good

- Pupils learn well because teaching is typically good. Teachers have established good relationships with pupils. They ensure that that pupils understand the expectations for their work and behaviour.
- Teachers plan work that is at the right level for pupils and so they make good progress. Pupils of all abilities are challenged and they enjoy learning. They respond enthusiastically to teachers' questions and they enjoy sharing their ideas and discussing their work. High-quality speaking and listening is a feature found in most classes and helps pupils achieve well.
- All staff check pupils' progress in lessons and intervene to help those at risk of falling behind. Consequently, all pupils, including those eligible for additional funding, make good progress. This shows how well the school is committed to equality of opportunity. Discrimination on any grounds is not tolerated.
- Scrutiny of pupils' work shows that although they work hard, they do not consistently present their work as neatly as they could. This is because teachers do not always challenge them to do better. Although teachers mark pupils' work thoroughly, they do not always ensure that pupils correct and improve their work, and this slows their progress.
- Highly skilled teaching assistants offer good support to pupils and teachers. They work with individual pupils or with groups and help them by breaking work down into smaller steps or by probing them when the teacher is explaining what they have to do. This particularly helps disabled pupils and those who have special educational needs to achieve well.
- Teachers have good subject knowledge. They plan work that builds on what pupils can already do to extend their learning. Just occasionally they miss opportunities to demonstrate specific skills that they want pupils to learn. This prevents pupils from learning as quickly as they should.

### **The achievement of pupils** is good

- Pupils, including those who speak English as an additional language, achieve well across the school. They make good progress so that, by the end of Year 2, their attainment in reading, writing and mathematics is significantly above average and has been for several years.
- Disabled pupils and those who have special educational needs achieve as well as other pupils because they receive targeted support from skilled teaching assistants.
- The school uses the additional funding effectively to support disadvantaged pupils. Staff have purchased resources to improve their communication skills to strengthen their language development. This has improved their progress in other subjects. By the end of Year 2, their standards in reading, writing and mathematics match those of other pupils.
- More-able pupils make good and sometimes outstanding progress. This is because they are provided with harder work. For example, pupils in Year 2 confidently read, write and order three-digit numbers while others work with two-digit numbers. However, not all pupils make as much progress as they should because they do not always respond to teachers' marking.
- Actions to improve pupils' writing have been successful. Pupils have a secure grasp of spelling, handwriting and punctuation. They express their ideas clearly with well-chosen vocabulary to engage the interest of the reader. At the end of Year 1, one pupil wrote, 'At first the butterfly has tiny crinkled wings but then it puffs them out so they can fly away' when learning about the life cycle of the butterfly.
- Pupils have a range of skills to help them to read. They use letters and sounds (phonics) to help them to sound out unknown words. Many have a good sight vocabulary, helping them to read fluently and

confidently. Pupils in Year 2 enjoy reading and they happily talk about their favourite books and authors.

- Mathematics lessons are well planned, allowing all pupils to progress well. Pupils have a secure understanding of number and confidently add, subtract, divide and multiply to solve real-life problems. Work in their books shows a good level of understanding of time, shape, space and measures because they are given work that is at the right level.

### The early years provision

is good

- The Early Years Foundation Stage leader has a good understanding of the strengths of provision and what further needs to be developed. Her ambitious plans for improvement have been devised in consultation with staff and are clearly focused on raising children's achievement.
- Children are warmly welcomed into a bright and stimulating environment where they feel safe and secure. They behave well and quickly settle into routines established by staff. They get on well together and share, take turns and help each other.
- Most children have skills broadly as expected for their age when they start school, although a small minority struggle with language and personal development. Staff observe them carefully and provide activities and experiences that help them all to progress well.
- Children make good progress in all aspects of their development so that they are well prepared for Year 1. They read and write simple sentences and count and add numbers to ten and beyond. They speak clearly and fluently and listen carefully to staff and to each other.
- There is a good balance of activities that children select for themselves and those that are led by staff and so children develop good learning behaviours of perseverance and resilience. They work and play inside as well as outdoors using good-quality resources that enable them to progress well in all aspects of their development.

## 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

|                                |        |
|--------------------------------|--------|
| <b>Unique reference number</b> | 102963 |
| <b>Local authority</b>         | Sutton |
| <b>Inspection number</b>       | 448726 |

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

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|--|--|
| <b>Type of school</b>                      | Infant   |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 3–7  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 402  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Noel McEvelly  |
| <b>Headteacher</b>                         | Val Riziotis   |
| <b>Date of previous school inspection</b>  | 16 June 2010   |
| <b>Telephone number</b>                    | 020 8337 4152  |
| <b>Fax number</b>                          | N/A  |
| <b>Email address</b>                       | <a href="mailto:cheamcommoninfants@suttonlea.org">cheamcommoninfants@suttonlea.org</a> |

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