

Cheam Common Junior School

Kingsmead Avenue, Worcester Park, Surrey, KT4 8UT

Inspection dates

16–17 December 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Achievement has declined over the last five years. The school has only begun to address this weakness in the last year.
- Pupils' progress in writing was inadequate in 2013 and 2014. Moreover, not all pupils are confident, fluent readers. The most-able pupils do not make the progress they should.
- Disadvantaged pupils do not make enough progress. The gap is increasing by the time pupils reach Year 6. The impact of the support provided is not monitored closely enough by senior leaders and governors.
- Disabled pupils or those who have special educational needs do not make consistently good progress.
- Teaching over time has failed to challenge pupils sufficiently. The teaching of writing and reading has been ineffective.
- The monitoring of teaching has not been rigorous enough in order to secure the necessary improvements in quality.
- Learning support staff are not always effectively deployed to help pupils to achieve well.
- Guidance for pupils on improving the quality of their work has improved recently, but pupils do not routinely act upon teachers' comments.
- Pupils do not have consistently positive attitudes to learning; this limits their progress.
- Although improvements are planned, there is insufficient capacity in leadership across all levels to bring these about.
- Middle leaders do not contribute well enough to school improvement.
- The curriculum requires further work to ensure that pupils' learning needs are fully met.
- The governing body has not held the school to account robustly enough over time.

The school has the following strengths

- The headteacher has resolutely begun to tackle weak teaching and poor working practices since taking up post.
- The school provides well for pupils' personal and social development.
- Behaviour has improved. The number of exclusions has fallen. Procedures to keep pupils safe are secure.
- Governors are now starting to become more knowledgeable about pupils' achievement and the quality of teaching.

Information about this inspection

- Inspectors observed learning in 20 lessons, one of which was seen jointly with the headteacher.
- Inspectors looked closely at pupils' written work for the current school year. They listened to some pupils reading.
- Meetings were held with: a group of pupils; the Chair of the Governing Body and two other governors; the school's senior and subject leaders and a representative of the local authority.
- Inspectors took account of the 18 responses to the staff questionnaire and the 66 responses to the online questionnaire, Parent View.
- Inspectors observed the school's work and looked at a range of school documents, including plans for improvement and records of the school's checks on the quality of teaching. They also considered reports of local authority visits, the governing body minutes and records relating to behaviour, attendance, safeguarding and the systems used to track pupils' progress.

Inspection team

George Logan, Lead inspector

Additional Inspector

Julie Sackett

Additional Inspector

Janice Williams

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Cheam Common Junior School is larger than the average-sized primary school.
- The majority of pupils are of White British heritage. The remainder of the pupils come from a range of ethnic groups. Just over one quarter of pupils speak English as an additional language. Very few of these are at an early stage of learning to speak English.
- About one in every seven pupils is disabled or has special educational needs. This is slightly below the national average.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is about one in every seven pupils, which is below the national average. This is additional funding for pupils known to be eligible for free school meals and those who are looked after.
- The school shares a site with its main feeder infant school.
- The school currently admits 90 pupils each September. This is due to increase to 120 pupils from September 2015. Building work to provide additional accommodation is planned to start in January 2015.
- Extended services provision includes breakfast, after-school and holiday clubs. These enable the school to provide care for over 50 weeks per year. The breakfast and after-school care clubs were included in the current inspection.
- The headteacher joined the school in September 2013. Around half of the teaching staff and several support staff joined the school in September 2014.

What does the school need to do to improve further?

- Improve teaching so that it is typically at least good by ensuring that:
 - teachers have high expectations of what pupils can achieve and set work that is consistently challenging, particularly for the most-able pupils
 - pupils have the opportunity to act upon the comments made in teachers' marking and so improve their work
 - the work of learning support staff is closely monitored and is consistently effective.
- Raise pupils' achievement across the school by ensuring that:
 - actions to raise standards in writing and to tackle underachievement are more effective than in the past
 - recent planned actions to tackle weaknesses in pupils' reading skills are fully implemented and checked for effectiveness
 - the progress of disadvantaged pupils is effectively supported and closely monitored
 - disabled pupils or those who have special educational needs receive effective support which is closely monitored and enables them to make at least good progress
 - the most-able pupils make more rapid progress than was previously the case.
- Support pupils to develop more positive attitudes to learning by ensuring that:
 - activities are well planned to provide a high level of challenge for all groups
 - lessons engage and motivate pupils
 - pupils are encouraged to be actively involved, enquiring and ambitious.

- Improve the impact of leaders and governors by ensuring that:
 - the ability of all leaders to contribute effectively to rapid school improvement is increased
 - the roles and responsibilities of senior and middle leaders are clearly defined, so that their knowledge and skills are effectively used
 - the monitoring of teaching is more rigorous
 - the curriculum more fully meets the needs of the full range of pupils
 - procedures are in place to better monitor and evaluate the impact of additional funding to improve the achievement of disadvantaged pupils
 - the governing body holds the school to account more robustly.

An external review of governance and the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Leadership and management are inadequate because there has been a marked decline in the quality of education provided over a period of time. The headteacher has begun to lay the foundations for improvement. Few others within the leadership team have a comparable breadth of expertise and this is severely constraining the pace of improvement. Some senior leaders are too preoccupied with administrative tasks.
- The leadership team does not communicate sufficiently high expectations and the pace of improvement remains too slow. Governors do not provide effective challenge and support to drive improvement.
- Middle leadership roles are underdeveloped. Key subject leaders are not sufficiently focused on driving necessary improvements. Consequently, there has not been robust enough monitoring of the effectiveness of changes.
- The monitoring of teaching is not effective because leaders have not always placed sufficient emphasis on improving the quality of work in books or challenge for all pupils, including the most able. The procedures for setting targets for teachers are now more securely linked to salary progression. A useful programme of professional development has been established to begin to improve teaching and learning.
- The school has made basic preparations for the implementation of the new National Curriculum and for the introduction of a new assessment system. The current curriculum does not fully meet the differing needs of pupils, especially the most able. The curriculum does not plan specifically for the brisk progression in the learning of all pupils.
- The evaluation of the impact of pupil premium expenditure is superficial. Pupils' progress is not analysed with sufficient rigour.
- Self-evaluation is mostly accurate. The headteacher has already started to address many issues highlighted by the inspection team.
- Additional funding to extend pupils' opportunities in sport is largely used well to improve training and to provide specialist football coaching. More pupils are now directly involved in sporting activities.
- Until 2013, the school did not engage readily with the local authority or respond to offers of support. A much more effective relationship exists now, with good support to tackle a range of issues and to promote better achievement through an intensive support programme.
- Pupils' spiritual, moral, social and cultural development is promoted well and pupils are prepared adequately for the diversity of life in modern Britain.
- The school is striving to ensure that there is equality of opportunity for all. However, not all groups of pupils achieve as well as they should. Discrimination in any form is not tolerated.
- The school has positive links with parents, and with neighbouring schools.
- Newly qualified teachers may not be appointed.

■ The governance of the school:

- Governors have not held the school sufficiently to account for its performance over time. In addition, they have not ensured that disadvantaged pupils, supported by additional funding, are closing the gaps with other pupils quickly enough. There has been insufficient accountability for the expenditure of this income.
- Governors, although relatively new, are beginning to become more involved in school improvement. Recent reorganisation and retraining is contributing to better practice. They have access to more information and are starting to hold school leaders to account. They recognise that school performance has dipped in relation to schools nationally and that the quality of teaching is not good enough. They ensure that pay and promotion is now aligned to teachers' effectiveness. They are committed to ensuring equality of opportunity, tackling discrimination and promoting good relationships. Governors, along with senior leaders, ensure that statutory duties are met, including those for safeguarding pupils.

The behaviour and safety of pupils require improvement

Behaviour

- The behaviour of pupils requires improvement. While some pupils have positive attitudes to learning, others show less commitment in lessons, and this impedes their learning. Pupils indicated that others sometimes impede their learning. The majority, however, sustain attention well. Their written work is not

consistently of good quality.

- Pupils undertake duties around the school, so enabling the school to run efficiently. Some pupils are playground leaders, organising activities for others.
- Behaviour management systems have been updated recently. The number of behavioural incidents has reduced. Fixed-term exclusions dropped dramatically in 2013/14. Behaviour is now better managed. Relationships are good. Pupils' comments suggested that behaviour over time is variable.
- The school has effective systems to promote regular attendance. This continues to be above the national average.

Safety

- The school's work to keep pupils safe and secure is good. The school site is secure and entry procedures are well monitored. Risk assessments are thorough. Rigorous staff recruitment procedures have been implemented. Safeguarding arrangements, and staff training, meet national requirements.
- Pupils feel safe in school; although a small number of pupils told inspectors that the playground was very crowded at break-times, which made them feel uncomfortable.
- Pupils are cared for well in the well-supported breakfast and after-school care clubs.
- There are regular assemblies which focus on the risks arising from the internet, social networking sites and cyber-bullying. The school actively warns pupils about e-safety.
- Anti-bullying assemblies ensure that pupils recognise the risks of bullying and that these may take different forms. While pupils feel that there are occasional minor bullying issues, they report that the school takes a firm line on such matters.

The quality of teaching

is inadequate

- Teaching is inadequate because it has not enabled pupils to make sufficient progress in reading, writing and mathematics. Few pupils make fast enough progress, including the most able. Progress has declined steadily since the school was last inspected. Tasks do not always provide sufficient challenge to accelerate the progress of all pupils. Teachers' expectations are not high enough.
- The quality of pupils' written work is sometimes compromised because of poorly formed handwriting and is not of a consistently high enough standard. Teachers have not placed enough emphasis on the development of pupils' writing skills. Improvement has been slow, although pupils now have more opportunities for writing than in the past.
- Teachers do not always question pupils effectively and, consequently, fail to adjust the planned work so that progress is more rapid. Systems for checking and improving pupils' progress have only recently been improved and have had limited impact on securing improvement.
- Teachers are not sufficiently aware of which pupils are disadvantaged. The support for disabled pupils and those who have special educational needs is too variable in its impact. Teaching assistants are not used consistently well to ensure that pupils receive the right level of support in relation to their needs.
- In the minority of cases where teaching provides more challenge, pupils make progress well. In a successful lesson in Year 4, pupils were drafting and improving extended stories, working towards a high-quality final version. The teacher supported pupils effectively, carefully monitoring their progress and negotiating improvements. Expectations of presentation and quality were appropriate. Overall, pupils worked purposefully and most made good progress.
- On the evidence seen, homework contributes soundly to pupils' learning. Tasks are completed and teachers provide feedback regularly.

The achievement of pupils

is inadequate

- Since the last inspection, pupils' achievement has not been good enough. While overall standards have been above average year-on-year, progress has declined steadily over the last six years, so that, in both 2013 and 2014, overall progress was significantly below the level expected. The school has not built effectively upon pupils' above-average attainment when they enter Year 3.
- Standards in writing, especially for boys, are particularly low. Pupils' progress in writing was inadequate in both 2013 and 2014. Inspection evidence indicates that pupils are not on track to achieve better in the current academic year. Neither the current Year 5 nor Year 6 have made sufficient progress in writing and are far behind where they should be. Year 5 pupils have not made enough progress in any subject because of ineffective teaching.

- Handwriting is a weakness for a significant minority of pupils. This also has an impact upon the presentation of their work.
- Progress in reading has also declined, although not to the same extent. The school has recently introduced strategies to boost pupils' confidence in reading. There are now opportunities for pupils to make up any gaps in their knowledge of phonics (the sounds that letters make).
- Disadvantaged pupils are not progressing quickly enough compared with other pupils nationally. In 2014, the attainment of disadvantaged Year 6 pupils was approximately three and a half terms behind others in the year group in reading, writing and mathematics and two terms behind other pupils nationally in those subjects. Current assessment information indicates that the gaps, while reducing in Years 3 and 4, are greater for Years 5 and 6, so that the overall gap is increasing. The support for these pupils is not sufficiently well targeted or monitored.
- In 2014, the attainment of Year 6 pupils was significantly above average in mathematics and in English grammar, punctuation and spelling. In these subjects, the school had successfully targeted the most-able pupils; this contributed to higher standards and better progress. Overall, however, the most-able pupils are not well provided for in class. Too often, the work set for them lacks challenge.
- The needs of disabled pupils and those who have special educational needs are accurately identified. However, their progress from their starting points is no better than that of other pupils. They are not given effective enough support to enable them to progress well.
- Most pupils who speak English as a second or additional language attain more highly than others, although their progress is slower than is found nationally.

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

Unique reference number	102962
Local authority	Sutton
Inspection number	444291

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	The governing body
Chair	Jill Atcheson
Headteacher	Jacqueline Fairhurst
Date of previous school inspection	10 November 2008
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