

# Cupernham Infant School

## Inspection report

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<b>Unique Reference Number</b>	116048
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357873
<b>Inspection dates</b>	17–18 March 2011
<b>Reporting inspector</b>	Janet Sinclair

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>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Rodger
<b>Headteacher</b>	Lesley Clark
<b>Date of previous school inspection</b>	13 September 2007
<b>School address</b>	Bransley Close Romsey SO51 7JT
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons or part lessons, observing seven teachers and several teaching assistants. Inspectors also held meetings with members of the governing body, senior staff and groups of pupils. They scrutinised samples of pupils' work, and looked at a wide range of documentation, including policies, the school development plan and records of pupils' progress. They considered the responses from 61 questionnaires returned by parents and carers.

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

- Attainment and rates of progress for all groups of pupils, particularly those with special educational needs and/or disabilities.
- The extent to which teachers use assessment information to plan work that matches pupils' needs and how well they involve pupils in assessing their successes and how they can improve.
- The impact of leaders and managers at all levels in embedding ambition and driving improvement.

## Information about the school

Cupernham is smaller than the average-sized infant school. There is a well-below-average percentage of pupils from minority ethnic groups, none of whom is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is below average; their needs are varied. The proportion of pupils known to be eligible for free school meals is below average.

There have been several staff changes since the previous inspection, including the appointment of a new headteacher in September 2009. There have been several new appointments to the governing body recently. The school has the Artsmark Silver award.

**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

Cupernham is a good school. The headteacher and the deputy headteacher give strong leadership to the school. They have created a good staff team and a very positive learning environment for the pupils. Consequently, pupils enjoy coming to school and this is reflected in their above average attendance. They particularly enjoy all the exciting activities that are part of the outstanding curricular provision. Parents and carers are very supportive of the school, appreciate its calm and caring atmosphere and are pleased that their children enjoy attending.

Effective induction and very good relationships ensure that children settle well into the Reception classes and enjoy all that is on offer. They make good progress and achieve well due to effective provision. By the end of Year 2, attainment is above average in reading, writing and mathematics. Pupils make good progress given their starting points. Pupils with special educational needs and/or disabilities are given specific small group or individual support in order to accelerate their learning and this helps them to make good progress. Effective teaching and a highly stimulating curriculum engage pupils in their learning and encourage them to work hard and achieve well. Teachers mark pupils' work regularly and set next steps for their learning, but do not consistently involve pupils in assessing how well they are doing or how they can improve, and this limits pupils' ability to be fully involved in their learning.

Pupils have an excellent understanding of a healthy lifestyle; they know what constitutes a healthy lunchbox and recognise the importance of fruit at break-times. They have also designed 'top tips for keeping healthy' posters. Pupils have a strong sense of right and wrong and are fully aware of the consequences of their actions. Their spiritual, moral, social and cultural development is excellent. They cooperate extremely well with each other on a range of activities and are very kind and caring towards each other. Pupils have an excellent understanding of how to stay safe and there are posters that the pupils have made to show safe practices displayed around the school.

Senior leaders have a clear and accurate view of the school and what needs to be done to secure further improvement. They carefully monitor the success of initiatives through the school's strategic planning process. Effective tracking of pupils' progress and support for those falling behind ensures that all pupils make similarly good progress. Subject leaders are developing their roles well, but are not involved in analysing or using available data in order to identify specific trends or areas for development within their subjects. This limits their ability to be fully effective. The school has maintained its good provision since the previous inspection in spite of several staff changes. On the evidence of the progress made so far, the school has a good capacity for sustained improvement.

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

- Ensure greater consistency in the use of marking to ensure improvement, the setting of next steps for pupils' learning and pupils' involvement in assessing how well they are doing, so that they are more involved in their learning.
- Involve subject leaders in analysing and using data so that they have a clear idea of where specific improvements need to be made in order to further accelerate progress in their subjects.

## Outcomes for individuals and groups of pupils

**2**

Children enter the school with skills and abilities which are typical for their age and, by the end of Year 2, attainment is above average. Pupils particularly enjoy literacy and numeracy work and concentrate well. For example, in a Year 2 lesson, pupils enjoyed explaining how they had worked out the answer to a subtraction calculation displayed on a number line. They demonstrated quick recall of numbers in this session. They also had huge enjoyment correcting the class teacher when she made deliberate mistakes when trying to do subtraction using an unstructured number line. This was extremely successful in focusing their attention. In a Year 1 lesson, pupils enjoyed planting their seeds and concentrated very well on the sequence of their actions because they knew they had to write an account using time connectives. This really motivated them and they enjoyed describing their actions as they did them. For example, 'First I get the pot, next I put the soil in it, then I plant two seeds.' They enjoy working together on activities and this was obvious in a Year 1 lesson when they were trying to decide on heavy and light objects and place them in the right column. They discussed their ideas carefully and this led to a high level of accuracy.

Although they get the opportunity to improve their work through the 'next steps' for their learning and assess how well they are doing using 'thumbs up or down', it is not always consistent or regular to ensure their full involvement in their learning. Pupils make good use of information and communication technology, for example, when playing 'soccer subtraction' ? a great motivator for boys. Pupils with special educational needs and/or disabilities enjoy the one-to-one support they get and are pleased, for example, when they put the alphabet in the correct order. They also benefit from effective small-group work led by teaching assistants. All groups of pupils make similarly good progress in their learning due to careful tracking and regular reviews of progress.

Pupils behave well in lessons and around the school. They are proud of their contribution to the school and wider community and are particularly pleased with the funds they raised for a cystic fibrosis charity at their Christmas performance. They also fully entered into the spirit of Red Nose Day, seen during the inspection. They feel proud to be in the team that collects waste for recycling or in the health and safety team who, for example, get children to pick up their coats so no one can trip over them. Pupils say that they feel very safe in school and their parents and carers strongly agree. Pupils use their imagination and creativity extremely well through their response to art, which has gained them the Artsmark Silver award.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers organise and manage lessons well and make good use of resources to enhance learning. For example, the use of whiteboards, dictionaries, planting sunflower seeds as part of literacy work, different types of number lines for subtraction and pictures of the moon when on a fact finding mission using information books. Teachers use assessment well to ensure work is matched to pupils' needs and this ensures good levels of engagement. Effective questioning by teachers enables pupils to make good progress in their learning. For example, in a lesson in Year 1, the class teacher's careful questioning helped to focus pupils on the elements that make a recount effective. Good use was made of modelling by a pupil as others were asked to listen carefully to her recount and then identify the time words used. Good use of subject-specific vocabulary such as 'unstructured number lines' and 'recounts', helps to develop pupils' understanding and relevant use of vocabulary. Teachers mainly mark work well and set next steps for pupils' learning; they are also beginning to involve pupils in assessing how well they are doing. However, this is not consistent practice so not all pupils benefit.

The school's personalised curriculum enables the development of the 'unique child'. It provides exciting opportunities through topics such as 'Healthy Me' and 'Blast Off' that stimulate pupils and ensure high levels of engagement. Effective use of special events such as the 'Performing Arts' day, which included visitors such as African drummers and Indian dancers, contribute extremely well to pupils' learning and personal development.

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The school takes good care of those pupils whose circumstances may have made them vulnerable and uses outside agencies and support staff well to ensure their specific needs are met. Good transition arrangements with the junior school ensure a smooth move at both a social and academic level. The school is aware of the need to securely embed the new initiatives that support pupils with special educational needs and/or disabilities in order to maintain their current good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders provide clear direction and a strong drive for further improvement. Teaching is monitored carefully against key development areas such as questioning skills and this is now becoming a strong feature in many lessons. Subject leaders acknowledge that they need to be more involved in using data so that they can clearly identify key improvement areas. The school's effective tracking and analysis of pupils' progress is closing gaps between groups and helping to ensure similarly good progress for all groups. This, together with the work done to support pupils whose circumstances may have made them vulnerable, demonstrates the school's good commitment to promoting equality of opportunity and tackling discrimination.

Partnerships with parents and carers are good. They are fostered well through regular newsletters, termly progress review meetings and talks on the curriculum. There are effective partnerships with other schools that enhance provision. For example, an art specialist from the secondary school gives art lessons to pupils and the extended schools partnership provides support for gifted and talented pupils. The school is a strong, cohesive community and has effective links with its local community, for example through visits to local amenities. It has audited its provision and evaluated its work effectively. It acknowledges that, although there are events such as 'Wonderful World' week and assembly themes that are used to extend pupils' knowledge of national and global communities, this could be further developed. The school is very safety conscious in terms of ensuring staff and pupil awareness. The school ensures pupils' safety awareness through, for example, involvement in risk assessments. Safeguarding procedures are good. There are effective procedures and policies in place to ensure the safety of pupils and staff. The governing body has a good knowledge of the school through its committee work, involvement in strategic planning, effective links with parents and carers, and regular visits to the school. This enables it to be effective in challenging the school and holding it to account for its actions.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The very warm and friendly welcome by staff at the start of the school day ensures children enjoy coming to school. This, coupled with a very well-organised and stimulating learning environment, ensures that children thoroughly enjoy their learning and achieve well. They quickly become immersed in the extensive range of activities on offer and develop high levels of independence, concentration and confidence. Children engage well in self-chosen tasks, for example when being train drivers or ticket collectors, and take their roles very seriously. They enjoy using the outdoor area, which, although fairly small, gives them ample opportunities for exercise and imaginative play. Good relationships at all levels motivate children to behave well and the key worker system is highly effective in promoting this. Children clearly know the routines and carry out all their activities sensibly and thoughtfully. They write their own classroom rules on safety, recognise the importance of washing their hands before eating and know that fruit at snack time helps to keep them healthy.

Provision is very well planned to ensure high levels of interest and continuity in children's learning. The indoor provision is exemplary and provides children with a classroom full of exciting learning opportunities. Although small-group, focused activities are carefully planned to meet children's needs, occasionally they are not challenging enough and this slows progress. Good use of ongoing observations ensures children's learning is tracked carefully and next steps in their learning are identified. There is a good focus on letters and sounds (phonics) that ensure children get off to a good start in their writing and reading. They enjoy being part of a small group and already have a good recall of sounds and letters. The teacher's effective questioning and good subject knowledge in these sessions ensure children make good progress in their learning.



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Effective leadership has ensured good relationships with parents and carers, who speak highly of their children's induction into school and the stimulating learning environment they enjoy. The leader ensures effective staff deployment and excellent use of resources.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Inspectors endorse the vast majority of views of parents and carers who are happy with the school and what it provides. Parents and carers consider that their children enjoy school, the school is well led and managed, teaching is good, and their children are helped to have a healthy lifestyle.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cupernham Infant 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	74	16	26	0	0	0	0
The school keeps my child safe	47	77	14	23	0	0	0	0
My school informs me about my child's progress	32	52	28	46	1	2	0	0
My child is making enough progress at this school	32	52	27	44	2	3	0	0
The teaching is good at this school	36	59	23	38	1	2	0	0
The school helps me to support my child's learning	35	57	26	43	0	0	0	0
The school helps my child to have a healthy lifestyle	39	64	22	36	0	0	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)	30	49	28	46	0	0	0	0
The school meets my child's particular needs	35	57	24	39	2	3	0	0
The school deals effectively with unacceptable behaviour	32	52	28	46	0	0	0	0
The school takes account of my suggestions and concerns	33	54	23	38	2	3	0	0
The school is led and managed effectively	40	66	18	30	2	3	1	2
Overall, I am happy with my child's experience at this school	42	69	18	30	1	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



21 March 2011

Dear Pupils

**Inspection of Cupernham Infant School, Romsey SO51 7JT**

I am writing to tell you how much we enjoyed our visit to your school. Thank you for helping us with the inspection. We were pleased to learn that you enjoy school so much, especially all the exciting projects that you do.

We judged that your school is a good school where the headteacher and all the staff work hard to help you learn and achieve well.

Here are some other things we particularly liked about your school.

- You make good progress in reading, writing and mathematics.
- You are well behaved, polite and friendly.
- You have an excellent understanding of what makes a healthy lifestyle.
- You feel extremely safe in school and know you will be well looked after.
- The curriculum is outstanding and engages you really well.

These are the things we have asked your school to do to make it even better.

- Ensure that you are more involved in finding out how well you are doing and how to improve your work.
- Ensure that subject leaders are involved in analysing information about your progress so that they can help you to do even better.

All of you can help by checking on how well you are doing and how to make your work better.

We enjoyed talking to you and wish you every success for the future.

Yours sincerely

Janet Sinclair

Lead inspector

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