

Cherbourg Primary School

Cherbourg Road, Eastleigh, SO50 5QF

Inspection dates 6–7 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- It has improved well in all aspects since the last inspection, including in the quality of teaching and pupils' achievement. This is due to the exceptionally strong leadership of the headteacher and the commitment and hard work of all staff and the members of the governing body.
- Progress throughout the school is good and pupils achieve well so that their attainment is average by the time they leave. Pupils do particularly well in reading and benefit from the excellent programme for teaching them the sounds in words (phonics).
- This is a highly inclusive school where staff are very successful at ensuring that all pupils who might be at risk of under achieving make the same good progress as their classmates.
- The provision for pupils in the specialist resource base is outstanding.
- The support for all pupils' spiritual, moral, social and cultural development is also outstanding. As a result, pupils' attitudes and behaviour are excellent and make a major contribution to their good achievement. Pupils feel very safe in school.
- Leadership and management at all levels are good. Teamwork is a strength. Highly effective monitoring ensures that the school's self-evaluation is accurate and informs development planning which is precisely targeted at improving weaker aspects.
- Skilled procedures for checking teachers' performance (performance management), together with effective monitoring, result in good teaching. Teachers' expertise is good and well planned lesson activities interest and enthuse pupils and help them to do well.

It is not yet an outstanding school because

- Attainment in writing, although improving, lags behind that in reading and mathematics. This is partly because pupils have insufficient opportunities for writing independently.
- Although the school is successfully helping lower attaining pupils to close the gap in achievement with their classmates, not enough attention is given to helping more pupils exceed the levels expected for their age, particularly in the infants.

Information about this inspection

- Inspectors observed 21 lessons of which four were joint observations with the headteacher or other senior leaders. In addition, they made a number of short visits to lessons, visited a selection of group activities aimed at supporting the achievement of pupils at risk of falling behind in their work and heard a sample of pupils read. Inspectors also observed resource base activities and visited the breakfast and after-school clubs.
- Meetings were held with groups of pupils, members of the governing body, staff including senior and middle managers, and a representative of the local authority.
- Inspectors took account of the 25 responses to the on-line questionnaire (Parent View) and the school's own surveys of parents' views. A selection of parents bringing their children to school also spoke to inspectors.
- Inspectors observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring, and safeguarding including that of pupils in the breakfast and after-school clubs were also considered.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Keith Tysoe

Additional Inspector

Julie Ward

Additional Inspector

Full report

Information about this school

- Cherbourg is a larger-than-average-sized primary school which has a resource base for pupils with behavioural, social and emotional difficulties.
- The proportion of pupils that is supported through school action is above the national average as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is broadly average.
- The proportion of pupils known to be eligible for the pupil premium, which includes those eligible for free school meals and looked after children, is well above average.
- The school meets the government's floor standards, which set the minimum expectations for attainment and progress.
- The school provides a breakfast and an after-school club which were also inspected. In addition, there is a weekly crèche for children under five which was not inspected by this inspection team.

What does the school need to do to improve further?

- Raise attainment in writing through:
 - placing a greater emphasis on accurate spelling, punctuation and neat handwriting at an earlier stage so that, as they get older, pupils have more time to concentrate on the content of what they write
 - providing more opportunities for pupils to plan, carry out and review a piece of written work independently so that more acquire the skills needed to reach the highest available levels, including in national assessments
 - extending the opportunities for pupils to write in different subjects by ensuring that subject planning includes a wider and more comprehensive range of writing activities than currently exists.
- Accelerate pupils' progress and increase the proportion exceeding the levels expected for their age, particularly in the infant classes, by:
 - ensuring that potentially high attainers get going quickly on their work and do not listen to instructions about activities that they already know how to tackle
 - having additional challenging activities which pupils capable of reaching the highest available levels can move on to when they have finished what they are doing
 - consistently referring to pupils' individual improvement targets when marking their work.

Inspection judgements

The achievement of pupils is good

- Children's attainment on entry is low. Children make good progress in Reception, exceptionally so in reading and in their personal, social and emotional development. Nevertheless, their attainment on entry to Year 1 is below average.
- Pupils make good progress in all year groups, with parents praising staff for helping their children achieve so well. By Year 6, attainment is average in English and mathematics.
- The very effective focus on promoting equality of opportunity and preventing discrimination ensures that pupils at risk of underachieving achieve well, including:
 - disabled pupils or those with special educational needs
 - pupils attending the resource base
 - pupils from ethnic minority groups, including those who speak English as an additional language
 - those for whom the school receives the pupil premium.
- Fewer pupils than nationally exceed the levels expected for their age in the infant classes, especially in writing and mathematics.
- Younger pupils, and older pupils who need extra support, make excellent progress in building their phonics skills. Attainment in reading is average by the end of Year 2, with even those who find reading difficult building a good range of words from the letter sounds. By Year 6, attainment in reading is slightly above average, with the proportion of pupils reaching the expected Level 4 higher than that seen nationally. Pupils are very enthusiastic about reading, eagerly discussing the plot and characters with good insights.
- Many pupils find writing very difficult and staff are fully aware that still more needs to be done to close the gap with reading. Pupils' phonic knowledge is helping to improve spelling, but this is still too often inaccurate and not all Year 2 pupils write neatly or use correct punctuation.
- By Year 6, pupils can write effectively in different formats, using vocabulary well to engage the reader, as seen in the similes and metaphors in their poems, 'What is Happiness'. However, pupils are still too dependent on staff to help plan their writing and decide on the language to use, which limits attainment, especially for the higher attainers.
- In mathematics, younger pupils are confident about place value, but are better at addition and subtraction than multiplication and division. By Year 6, however, pupils' numeracy skills including calculations are secure so that they work confidently with data or measures and when solving problems.

The quality of teaching is good

- The management of teachers' performance and good support for their professional development are used very effectively to improve teaching quality and its impact on learning. Pupils and their parents agree that teaching is good.
- Consistently good lesson planning, strongly focused on enabling effective learning, for all pupils ensures that activities are closely matched to the levels at which individuals are working.
- Highly successful activities help pupils who find learning a challenge to catch up. Good teaching enables an increasing number of pupils to reach the levels expected for their age. However, there is less emphasis on ensuring that more learners reach a higher level. Not all teachers, particularly in infant classes, provide new challenges that pupils who complete their work quickly can move on to. Also, some higher attainers are not set to work quickly enough on their individual tasks or have to stop and listen to extra advice during lessons which they do not need. These features impede their otherwise good progress.
- The behaviour management skills of all staff, including learning support assistants, are exemplary. This is a significant achievement for a school which has a resource base for pupils

with behavioural, social and emotional needs, and is a testament to the school's highly inclusive and successful approaches. Consequently, pupils' behaviour in lessons is excellent.

- The teaching of phonics in the younger age year groups and for older pupils who need extra support is outstanding and supports their excellent progress in reading.
- Staff explain and demonstrate things clearly, but on occasions give too much direction. This is often apparent in writing activities where pupils are told how to plan work and what sort of vocabulary to use, which limits their ability to write independently.
- Work is usually well marked and pupils are set challenging improvement targets. Some staff involve pupils really well in checking their work and setting new targets, as observed in an excellent mathematics lesson where pupils set themselves really challenging goals and helped select the activities to achieve them, resulting in excellent learning. However, not all staff are skilled at doing this and do not always link their marking to pupils' targets.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around the school is excellent due to the highly skilled way in which behaviour is managed. For example, in one lesson the outstanding management of the behaviour of a pupil from the resource base by a learning support assistant ensured the activity was not interrupted and the pupil was able to fully participate in the lesson, resulting in excellent learning.
- There is considerable praise from the whole school community, including pupils and their parents, about the way staff manage behaviour.
- Pupils exhibit considerable empathy for each other and relationships between pupils and with adults are outstanding. This supports pupils from minority ethnic groups really well and helps promote their good achievement.
- Bullying is rare, usually associated with name calling and always dealt with exceptionally well. Pupils are very skilled at sorting out their own disagreements and helping others to do so. Consequently, pupils feel very safe in school, exhibiting a keen awareness of how to secure their own safety including when using the internet.
- Pupils are unfailingly polite and helpful and greatly enjoy school, having a very strong commitment to do well.
- Attendance is rigorously monitored and, through the very strong level of care including that in the breakfast and after-school clubs, the school has greatly improved punctuality and attendance so that levels are average.

The leadership and management are good

- The inspirational headteacher has gained the full confidence and support of the whole school community in her drive for improvement. Staff are very happy working in the school, strive to support the school's inclusive ethos and are determined that all pupils will achieve well.
- Teamwork is especially strong and senior staff effectively lead key areas of the school's work. Staff take full advantage of performance management and professional development opportunities to increase their skills and improve its impact on pupils' progress.
- Self-evaluation is very thorough and strongly focused on the effect of provision on pupils' achievement. It ensures weaknesses are speedily identified and addressed. There is a good awareness of how to tackle remaining weaknesses and well-targeted action planning, all of which ensure a strong capacity for further improvement.
- The well-planned curriculum motivates pupils and inspires excellent attitudes to learning. Effective strategies have successfully improved attainment well in recent years, although the range of opportunities for writing in different subjects is under developed. A successful

programme of activities to help pupils at risk of under achieving helps them to close the achievement gap with their classmates and gifted and talented pupils benefit from special activities that promote their achievement well.

- Pupils' spiritual, moral, social and cultural development is outstanding, producing very mature and thoughtful young people, with an excellent capacity for reflection and a strong empathy for others that prepare them exceptionally well for life in a diverse society.
- Safeguarding policies and procedures are exceptionally effective. Staff vetting and child protection procedures are rigorous and the commitment to multi-agency work is excellent. Strengths in this area support the work of the resource base and breakfast and after-school clubs especially well in improving pupils' safety and achievement.
- Parents are highly appreciative of the school, particularly the approachability of staff and the advice given on helping children at home, especially if they have a particular need.
- The local authority provides good support especially in the level of critical challenge in its monitoring of this successful school.
- **The governance of the school:**
 - The governing body supports and holds the school to account well. Through very good liaison with staff, members are well informed and knowledgeable about pupils' achievement allowing them to play an effective role in monitoring and development work. Good use is made of pupil premium funding, for example through the employment and training of extra staff which have had a positive effect on the level of care and the extra activities provided to help pupils who receive this funding achieve as well as their classmates. Members keep a rigorous check on the quality of teaching and performance management, especially the impact on improving pupils' achievement, allowing them to make well-informed decisions about increasing pay thresholds. They also have a good grasp of the school budget and manage it well.

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	115887
Local authority	Hampshire
Inspection number	405608

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	The governing body
Chair	Rachel Harrison
Headteacher	Julie Greer
Date of previous school inspection	22–23 September 2010
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