

# Inspection of Cheriton Primary School

Cheriton, Alresford, Hampshire SO24 0QA

---

Inspection dates: 13 and 14 September 2022

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

Pupils enjoy attending this welcoming and caring school. Everyone understands its core mission: 'Be the best we can be'. All adults have high expectations for pupils' behaviour and conduct. They have created a culture of kindness. One parent's comment summed up the view of many, stating that this is a 'wonderfully nurturing school'.

Leaders have created a calm and orderly environment. During lessons, pupils are attentive and keen to learn. Pupils learn well in core areas such as reading. However, this is not the case across all subjects as leaders have not yet decided the important knowledge pupils should learn.

Pupils are keen to support each other. They all know the 'leader in me' values and say these have made their school better. Deliberate unkindness does not happen often. If it does, staff help pupils to deal with it. Parents agree. Pupils take an active role in their community, most recently by working with local charities to rewild the River Itchen, which runs through the village.

Pupils have many opportunities to attend a wide range of clubs, such as cookery and macrame. Many learn to play instruments, like the piano. Pupils also enjoy trips to places including the historical Portsmouth Dockyard and Marwell Zoo.

## **What does the school do well and what does it need to do better?**

Pupils do not achieve as well as they should. This is because the curriculum is still in development. Leaders have not given teachers enough information about the small steps pupils need to build their learning. As a result, teachers do not always plan activities that build on pupils' existing understanding and sometimes introduce new content before pupils are ready. Likewise, the early years curriculum is not thought through well enough to ensure children gain the knowledge and skills to prepare them for Year 1.

Pupils learn well in reading and mathematics. This is because leaders are clear about the knowledge pupils need to learn and the order in which they should learn it, from early years onwards. During lessons, teachers check for gaps in understanding to make sure pupils know what they should before introducing new ideas. Children in the early years access a range of activities that are engaging and deepen their learning. Across the classes, teachers adapt tasks so all pupils, including those with special educational needs and/or disabilities, are able to learn and remember the core skills. Pupils at risk of falling behind are supported during the lesson or after in small groups to help them keep up.

Ensuring pupils learn to read fluently is a priority for leaders. The new phonics programme is well structured and is already having an impact. This is because staff delivering the programme have strong subject knowledge. They teach pupils to identify and pronounce sounds and help them to remember them. Pupils read from

books that contain these sounds, developing their reading ability. They become confident readers and are able to access high-quality texts throughout the curriculum. Subject leaders do not always know what pupils should learn and when in their curriculum areas. This lack of precision limits their ability to support teachers in some subjects. Many subject leaders are new to the school. They have not had training for their leadership roles. This means that the effectiveness of leaders' checks on how well subjects are delivered and where improvements are needed varies across the curriculum.

Many aspects of pupils' wider development are well established. Lessons across the curriculum help pupils to understand how to identify risks, and how to build healthy relationships. They learn about different faiths and understand others may not share their beliefs or opinions. Pupils have a strong understanding of right and wrong. They have learned about democracy through voting in school council elections.

Pupils are respectful and tolerant of others. Breaktimes are calm and pupils of all ages play together harmoniously. Children in early years listen attentively, share resources and engage readily in their learning. Throughout the school, pupils are quick to follow routines. They are keen to help each other and their teachers. Older pupils act as reading buddies for younger children in the early years class. Pupils also enjoy celebrating when their classmates get headteacher awards during the weekly assembly.

Governors are fully supportive of the school. They carry out checks on leaders' work and review the information leaders share with them. However, they are not as well informed about the quality of all areas of the wider curriculum. This hinders their ability to hold leaders to account for school improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular training so they know about signs that might indicate that a pupil is at risk from harm. Staff know it is everyone's responsibility to keep pupils safe. They know whom to go to with concerns.

Leaders work with external agencies to secure support for pupils and their families. However, record-keeping is not as robust as it could be. In a small number of cases, safeguarding files were incomplete. This is because leaders have not always routinely updated them. These records are now complete.

Pupils have a good awareness of staying safe in different ways, including online safety. They know they should report concerns to an adult and know not to share personal information with strangers.

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

### (Information for the school and appropriate authority)

- Leaders' curriculum thinking is still at an early stage in most subjects. This means that pupils do not always learn or remember the key information they need for what comes next. Leaders should ensure that everybody is clear on how learning should build over time and that teachers are checking this carefully and adjusting teaching where needed.
- The role of subject leaders is underdeveloped. They do not all have the expertise and skills to support colleagues and improve pupils' learning. Senior leaders should ensure that subject leaders are well trained and supported to carry out their roles effectively.
- Arrangements for recording safeguarding concerns are not as robust as they could be. Leaders need to make sure that systems are in place that enable them to review all the evidence about a pupil to keep them safe.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

|  |  |
|--|--|
| <b>Unique reference number</b>             | 115874   |
| <b>Local authority</b>                     | Hampshire  |
| <b>Inspection number</b>                   | 10228615   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 89   |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Mr S Murfitt   |
| <b>Headteacher</b>                         | Andrew Goldsworthy   |
| <b>Website</b>                             | <a href="http://www.cheriton.hants.sch.uk">www.cheriton.hants.sch.uk</a> |
| <b>Dates of previous inspection</b>        | 21 and 22 May 2019, under section 8 of the Education Act 2005            |

## Information about this school

- The school manages the on-site breakfast and after-school club.
- Currently, the school uses two alternative providers.
- The school received a section 8 inspection in 2019 because His Majesty's Chief Inspector was concerned about outcomes for pupils. The inspection findings did not change the overall grade of the school.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders. They also met with members of the governing body and representatives of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors scrutinised a wide range of information, including a selection of the school's records. Inspectors spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. Inspectors spoke to the safeguarding leader about the recording and reporting of safeguarding incidents.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Ofsted Parent View. They also took account of staff's responses to Ofsted's online questionnaire.

### **Inspection team**

Laura James, lead inspector

His Majesty's Inspector

Gemma Piper

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022