

Inspection of Cupernham Infant School

Bransley Close, Woodley Lane, Romsey, Hampshire SO51 7JT

Inspection dates:	3 and 4 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to this welcoming and friendly school. They feel happy and safe. There are strong relationships between adults and pupils, including those with special educational needs and/or disabilities (SEND). Pupils know they can go to any adult with a worry and they will help them. Parents and carers value the school's nurturing ethos.

The school is ambitious for all pupils to achieve well. Many pupils live up to these expectations. Pupils behave well. Classes are calm and pupils engage well in their learning. If pupils do lose concentration, adults promptly re-focus them. The youngest children learn the school rules of: be ready, be respectful, be safe, as soon as they start school. As a result, there is no disruption to learning.

Pupils speak enthusiastically about the wide variety of clubs available to them. For example, choir, tennis, animation and Spanish. They are proud to be part of the eco-gang, or a member of the school council. Pupils in Year 2 take their role as house captains very seriously.

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

The school has developed an ambitious curriculum for all pupils, including those who are disadvantaged. The curriculum sets out what pupils should learn and when, starting in the early years. From the early years onwards, pupils build a depth of knowledge across the curriculum. Children get off to a strong start in the Reception Year. The school creates opportunities for children to build and develop their language. Children are well prepared for their next stage of learning.

Teachers are experts in early reading. From the start of Reception, they follow the phonics scheme rigorously. Pupils practise their reading using books that are matched to the sounds they know and remember. This helps them with their fluency. Those that need support receive carefully planned interventions to ensure that they keep up with their peers. Pupils enjoy Friday afternoons when everyone stops everything to read a book.

Teachers' subject knowledge is strong. They choose activities that engage pupils in their learning. For example, in religious education (RE), children in the Reception Year talk confidently about their birthday celebrations when learning about the Christmas story. Teachers check pupils' understanding carefully. This ensure that any misconceptions are promptly dealt with. However, systems are not yet fully in place, other than in reading, for teachers to ascertain what knowledge and skills pupils have remembered over time.

The school has high aspirations for pupils with SEND. It has effective systems in place to identify the needs of individual pupils. Adults know pupils well. Individual pupil plans are precise and routinely checked. As a result, pupils with SEND learn the same curriculum as their peers and achieve well.

The school has high expectations for pupils' behaviour. Pupils do not let them down. They are kind and considerate to each other. They are polite to adults and visitors. Year 2 pupils are proud to have been elected to be playground buddies.

Personal development is a strength of the school. The school has carefully developed a curriculum that supports pupils to be ready for their next stage of learning. The school's values run through every part of school life. They are the golden thread that supports all aspects of learning, behaviour, relationships and ambition. Pupils, including the youngest children, know how to be a good friend. They learn how to keep safe on the road and online. There is a strong emphasis on giving pupils a wide range of experiences to enable them to understand the diverse world they are growing up in. Pupils visit different places of worship, such as Romsey Abbey or a synagogue. Key stage 1 pupils are able to talk about differences such as the different make up of families.

Governors carry out their statutory duties effectively. They use their expertise well to support and hold the school to account for its actions. Staff are proud to work at the school. They appreciate and value the training they receive from leaders. Staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check well enough what pupils know and remember. Subsequent learning does not take into account pupils' prior knowledge. As a result, some pupils do not build their knowledge well over time and this slows the progress they make through the curriculum. The school needs to ensure that teachers check what pupils know and remember across all subjects and use this to inform future learning.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116048
Local authority	Hampshire
Inspection number	10341394
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair of governing body	Andrew Gunn
Headteacher	Duncan Wells
Website	www.cupernhaminfant.com
Date of previous inspection	5 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast and after-school club for pupils.
- The school does not currently use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, school staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, RE and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector met with members of the governing body both in person and remotely, including the chair. She spoke with a representative of the local authority.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text comments. They also took into consideration the responses to the online staff survey.

Inspection team

Becky Greenhalgh, lead inspector

Ofsted Inspector

Jon Hills

Ofsted Inspector

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