

Cherbourg Primary School

Inspection report

Unique Reference Number	115887
Local Authority	Hampshire
Inspection number	312092
Inspection dates	21–22 January 2008
Reporting inspector	Jo Curd

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 on roll	
School	326
Appropriate authority	The governing body
Chair	Ms Rachel Harrison
Headteacher	Mrs Julie Greer
Date of previous school inspection	9 February 2004
School address	Cherbourg Road Eastleigh SO50 5QF
Telephone number	02380 612557
Fax number	02380 620362

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

In this above average size primary school there are currently more boys than girls. The balance varies considerably between classes. The proportion of pupils from minority ethnic backgrounds, or who have English as an additional language, is lower than the national average. Thirteen different languages are currently spoken and twenty different cultures represented in the school. The proportion of pupils eligible for free school meals is slightly above the national average. A higher proportion of pupils have learning difficulties and disabilities. Currently eleven pupils have statements of special educational need. The school offers weekly sessions to support parents, for adult learning, a crand;egrave;che, after school and holiday care. A local authority resourced provision, the 'Jarjum's room', for pupils with emotional, social, and behavioural difficulties, was started at the school three years ago. This currently supports seven pupils aged 7 to 11 years. The movement of pupils out of, and especially into, the school is higher than average. Six new teachers started at the school in September.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

In this very caring school all staff are working hard to improve provision and outcomes for all pupils. One parent said, 'My son's teacher always has a smile and good things to say about the children in her class, she gives them encouragement and support elsewhere whenever they need it'. Although there is strong commitment to raise standards, the staff have not focused sufficiently on the progress pupils make each year. As a result overall achievement in English and mathematics remains satisfactory.

A strong commitment to improving learning has led to recent developments in the school. As one parent said 'I have had children at Cherbourg school for the last nine years and have seen so many improvements, much of those have to be credited to Mrs Greer and the great teachers at Cherbourg and of course the children'. Good links with other schools, including the nearby pre-school, outside agencies and parents contribute to the effective way pupils are cared for and supported, both in and out of school. Attendance has risen and punctuality, although still a problem, is improving.

Until recently, leaders and managers have not monitored provision adequately and self-evaluation overestimates the quality of some aspects. Whilst the school has improved since the last inspection, monitoring is not yet sufficiently thorough or focused to ensure rapid school development. Effective developments in the provision for reading, changes in mathematics, an increased focus on achievement throughout the school and the quality of new staff indicate that capacity for improvement is good. Achievement in different year groups varies but is satisfactory overall. Because provision in the Foundation Stage is satisfactory, achievement here is sound. Due to improvements in teaching and the curriculum, standards in reading are rising. Although the full impact of improvements in writing and mathematics has yet to be seen, the proportion of pupils reaching higher levels in English and mathematics is rising.

The quality of teaching and learning is satisfactory. However, some pupils do not make as much progress as they could because work is not always sufficiently well matched to their learning needs and they are not always given enough guidance on how to improve. Although the curriculum is developing and has strengths, it is not yet well enough adapted to meet all the pupils' needs.

Personal development and well being are good. Generally pupils behave well, especially in lessons. Several parents expressed concerns about the behaviour of some pupils. Because the high number of staff are vigilant, behaviour is managed well and all pupils remain safe. Although the challenging behaviour of some pupils can be disruptive in lessons, most pupils are keen to learn and quickly resume work after disturbances. Although having the resourced provision in the school is demanding and challenging for all, pupils show maturity in their respect, support and understanding of those with difficulties. Pupils' spiritual, moral, social and cultural development is good. They contribute well to their school community through sharing ideas for improvement and helping with tasks around the school. They are successfully developing a commitment to healthy lifestyles through taking exercise and understanding the importance of diet. Pupils enjoy school. Preparation for later life and learning is satisfactory overall. Pupils are developing good personal and social skills but are hindered by low levels of attainment.

Effectiveness of the Foundation Stage

Grade: 3

Thorough and up to date records for both classes show that achievement over the year is satisfactory. Provision has not been monitored or evaluated sufficiently however and there are both strengths and weaknesses in this. For example, although the curriculum indoors is broad and varied it is underdeveloped outside. Most resources, such as an almost life-size castle turret for role-play and a wide range of resources for creative development, are attractive and inviting, but others are rather worn and jaded. Resources are generally well organised and accessible. Although some activities are interesting and engaging, some are not sufficiently well matched to children's learning needs and are sometimes too easy or difficult. Because of high expectations and consistent approaches, behaviour is good and children are generally keen to learn.

What the school should do to improve further

- Raise standards in writing and mathematics throughout the school and increase achievement by ensuring that work is well matched to pupils' learning needs, and that they all know how to improve their learning further.
- Improve monitoring and evaluation by management at all levels.

Achievement and standards

Grade: 3

Achievement is inconsistent across year groups but satisfactory overall. The progress of some pupils, including several who join the school after the Reception year, is restricted due to their considerable learning, emotional or social difficulties. As a result, standards at the ends of Key Stages 1 and 2 remain well below the national average. Over recent years, leadership and management have focused strongly on standards at the end of Year 6. Improvements in the quality of teaching and provision have successfully raised achievement in Years 5 and 6, especially the proportions of pupils reaching higher levels. Improvements in provision for reading have raised standards of English across the school. Although there have been developments in the provision for mathematics and writing, their impact on standards is not yet fully evident.

Personal development and well-being

Grade: 2

Pupils' behaviour in class is good. Nearly all are keen to learn and enjoy work. Behaviour out of lessons is sometimes more boisterous and not as good. At play times this is often because space is limited. One Year 2 pupil said 'sometimes it is too busy and we bump into each other'. By Year 6 pupils are friendly, confident and enthusiastic about their school. Pupils have a good understanding of 'Rights, respect and responsibilities'. The different ethnic groups get on well together. Pupils feel safe and know that they can talk to staff about any worries or concerns. One pupil said, 'Teachers help us when we have problems and they help us with our work'.

Quality of provision

Teaching and learning

Grade: 3

Although the quality of teaching and learning varies across the school, it is satisfactory overall. In more effective lessons, small class sizes, paired work and grouping by ability, are helping to

improve progress especially in reading. Teachers have secure subject knowledge, use support staff well and are skilled in the management of challenging behaviour. Older pupils make particularly good progress when given the opportunity to work independently and evaluate their own work. However, in some lessons the pace is slow, work is not sufficiently well matched to pupils' different learning needs and marking focuses too much on praise and too little on showing pupils how they can improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. It is broad and balanced and covers all the required areas. Links between subjects are developing but are not yet embedded or showing their full impact. Also the curriculum it is not yet sufficiently well adapted to meet the needs of all the pupils to ensure that pupils' achievement is as high as it could be. Enrichment opportunities, through a range of clubs, theme days, residential trips in Years 4 and 6, visits and visitors, are good. Provision for sports, supported by local expertise, is strong. Links with the local secondary schools are improving design technology and providing some good extension opportunities for more able pupils.

Care, guidance and support

Grade: 3

Pupils are generally cared for well. Procedures to ensure their health and safety are in place and secure. Good supervision in the playground ensures that most children are safe, although there are often minor accidents at morning playtimes, when all the pupils are out together and the playground becomes rather overcrowded. Parents are appreciative of the way their children settle at school, the care offered outside school hours, and the way their own needs are supported. One said, 'I have had family issues and the school has been amazing with support and advice'. Pupils with learning difficulties and disabilities are supported well in one-to-one or small group situations and through effective links with partner schools and outside agencies. Pupils in the 'Jarjum's room' are effectively supported in class or elsewhere if their behaviour and attitudes become too challenging. Academic guidance is satisfactory. The introduction of targets to show pupils the next steps for their learning varies across subjects and across the school. Although some older pupils find these helpful most pupils are insufficiently aware of what their targets are or how they could help them improve their work.

Leadership and management

Grade: 3

The strong commitment and hard work of all leaders and managers are bringing about improvements in the school. These are having a particularly positive impact on personal development and well being and beginning to raise achievement, particularly in reading and amongst older pupils. As one parent said, 'I can only praise the running of the school and dedication of all the teachers very highly'. However, leaders have not focused sufficiently on achievement throughout the school. Staff spend considerable time monitoring many aspects of provision but do not always evaluate their impact on achievement. As a result, improvements in standards, particularly in writing and mathematics, have been slow. Improvements in the provision for reading, including a more specific focus on reading and spelling, is now raising standards in this area. Governors are very committed to the school. However, links between

individual governors and the different areas for school improvement are new and not yet embedded.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

04 February 2008

Dear Pupils

Inspection of Cherbourg Primary School, Eastleigh, SO50 5QF

Thank you for being so friendly and helpful when we visited your school recently. Thank you especially to the groups of pupils who told us so much about the school and to the pupils who brought fruit to us at break time.

We think your school is satisfactory and is improving. We noted that everyone at your school is friendly, caring and supportive. You are all developing personal and social skills well. Most of you behave well, especially in lessons, and your views and experiences contribute well to the school through 'Issue of the month'. Attendance has improved and although some of you still come to school late, more of you are now managing to arrive on time - well done. Some of you are achieving well, others are making slower progress than you could, because work is sometimes too easy or difficult and you are not always given enough guidance on how you could improve further. You are looked after and cared for well.

We have asked your staff to improve two things about your school. They are:

- achieve more and raise standards, particularly in writing and mathematics, by making sure that the work you are given to do is just right for each one of you. It should be neither too easy nor too difficult
- check that all of the things the school is doing to improve your learning are working as well as expected.

You should help them by continuing to work as hard as you can and by telling staff what really helps you with your learning.

With best wishes to you and your families

Jo Curd

Lead Inspector