

# Cherbourg Primary School

## Inspection report

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<b>Unique Reference Number</b>	115887
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338677
<b>Inspection dates</b>	22–23 September 2010
<b>Reporting inspector</b>	David Shears

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	336
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Harrison
<b>Headteacher</b>	Julie Greer
<b>Date of previous school inspection</b>	21 January 2008
<b>School address</b>	Cherbourg Road Eastleigh SO50 5QF
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, saw 12 teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 73 parents and carers, 174 pupils and 48 members of staff.

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

- The progress of pupils, particularly for more able pupils in English and mathematics, and all pupils in writing.
- The effectiveness of the curriculum in helping pupils to practise their writing skills.
- The effectiveness of leaders and managers in identifying, monitoring and evaluating specific areas of development to increase rates of progress.
- The integration of children into the Early Years Foundation Stage and whether assessment is being used sufficiently to support their development.

## Information about the school

Cherbourg is a larger than average sized primary school. The very large majority of pupils are of White British origin, with a few who are of Asian or mixed heritage. A very few are from a range of other minority ethnic backgrounds. The proportion of pupils who have special educational needs and/or disabilities is higher than the national average; the needs of the majority are moderate learning difficulties. A few pupils speak English as an additional language. The percentage of pupils who take up free school meals is higher than the national average. Early Years Foundation Stage provision is made up of two Reception classes. The school has a resource base for pupils with behavioural, emotional and social difficulties. The seven pupils who are part of the resourced provision are transported to Cherbourg from a 20 mile radius. The Bugs Club Central Eastleigh Child Care runs a crèche once a week, alongside a family learning programme and after-school care, both in term time and during the school holidays. The governing body manages both the resource base and the Bugs Club. The school also runs a breakfast club for pupils who attend the school. The school has received various awards, which include Arts Mark Silver.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Cherbourg is a satisfactory school. A major strength is its good care, guidance and support of pupils, who respond well to the positive relationships that are built with adults. All pupils are welcomed, supported and feel included, regardless of their abilities or difficulties. This results in pupils feeling safe, and secure in the school environment. Pupils from the resource base are integrated well into the life of the school. There is a strong sense of community, particularly within the school itself, although pupils' knowledge of different faiths and cultures in communities other than their own, both in the United Kingdom and beyond, is less secure.

Recent improvements in provision have made a positive impact on the progress of pupils, particularly at Key Stage 2, where attainment has improved and is now broadly average. Pupils make at least satisfactory progress overall, although progress is slower in English than in mathematics because pupils' writing skills are not practised consistently enough across the curriculum. Children in the Early Years Foundation Stage also make satisfactory progress. Teachers focus well on the areas where most children are weakest when they join the school, such as communication, language and literacy; however, assessments are not used sufficiently well to plan activities that meet all children's needs.

The quality of teaching and learning and of assessment is satisfactory but variable across the school. There is not enough consistent focus on how well pupils learn as opposed to what they are taught, or on ensuring that the use of questioning challenges pupils in their thinking. Marking is generally effective, but does not always clearly point the way forward for pupils so they know how to improve their work. Nevertheless, leaders have focused well on improving the tracking of pupils' progress and, as a result, they have correctly identified the need to develop pupils' skills in writing. Effective strategies have been introduced to secure improvement in this area and this is beginning to show some early impact. The school recognises that more needs to be done to improve writing and clear strategies are in place, including a newly revised curriculum, to enhance pupils' engagement with their written work. As a consequence of sound and improving self-evaluation procedures, gradually improving achievement and a supportive staff and governing body, the school demonstrates satisfactory capacity for sustained improvement.

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

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- Raise the quality of teaching and learning and improve progress, particularly in writing, so that all groups of pupils achieve as well as they can by:
  - ensuring that core writing skills are consistently practised throughout the curriculum
  - ensuring that teachers and other staff consistently use effective questioning techniques in lessons to challenge pupils of all abilities
  - ensuring that teachers and school leaders focus on learning outcomes as well as teaching methods when monitoring and evaluating the impact of improvement strategies
  - providing clearer guidance to pupils in marking so that they know how to improve their work.
- Improve the quality of the Early Years Foundation Stage by ensuring that teachers make better use of assessment data, including on entry, in order to plan activities that meet the needs of all groups of children and improve outcomes for them.
- Extend pupils' knowledge of different faiths and cultures both in the United Kingdom and in other parts of the world.

**Outcomes for individuals and groups of pupils****3**

Children begin school with skills and knowledge that are below those typically seen. They make sound progress overall, achieving satisfactorily. The progress of pupils with special educational needs and/or disabilities is broadly in line with that of other groups of pupils. The most able pupils make better progress overall but not enough focus is given to support and challenge the pupils of average ability. Those who speak English as an additional language make similar progress to their peers and there is no disparity in progress between pupils of different ethnic minorities. Pupils who take up free school meals make satisfactory progress. The academic progress made by pupils in the resource base varies because the school rightly focuses on improving their behaviour and attitudes so that they are able to access learning. Most of these pupils have made very sound progress in their personal development and as a result also make at least satisfactory progress in their learning.

Most pupils enjoy school and want to learn, particularly when they are given opportunities to choose their own activities and select the level of challenge in different tasks. The behaviour of pupils is good although a small minority, particularly those working in the resource base, need considerable support from staff. Pupils have a good knowledge of how to keep healthy through having a balanced diet, drinking enough to keep hydrated and taking exercise. They are well aware of how to keep themselves safe, including an understanding of safety outside school, such as road safety, and while using the internet. Pupils are keen to contribute to the school community in many ways. They have been involved in redesigning the school hall, helping with litter picking and acting as library monitors. Older pupils play with younger ones and listen to them read.

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Their contribution extends into the local community where they entertain others such as through singing carols at Southampton Airport. Pupils' mostly good outcomes in personal development, alongside their improving progress in most key skills, including literacy and numeracy, indicate that their economic well-being is satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers plan and deliver interesting lessons for pupils, which generally engage and enthuse them. Interactive whiteboards serve to enhance the teaching and, as a result, most pupils behave well and enjoy learning. Throughout the school, there are good relationships between staff and pupils. Teachers give good encouragement to pupils both orally and in marking, so that they feel confident in their work. However, despite a few examples of good practice, marking does not consistently tell pupils what they need to do to improve, particularly in mathematics. The use of talking partners is a strength, because it reinforces pupils' speaking and listening skills. Teaching is well structured and instructions to pupils are clear, although the use of effective questioning is underdeveloped. Consequently, pupils of average and above average abilities, in

<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.

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particular, are not always sufficiently challenged. Teaching assistants working with pupils with special educational needs and/or disabilities give good pastoral support. However, they tend to focus too much on ensuring that pupils complete the work set rather than extending their learning through providing additional challenge.

The recently revised curriculum has yet to show a marked impact upon learning outcomes but has already increased opportunities for broadening pupils' experiences. For example, a visit to the Tate gallery led to the school exhibiting its own art exhibition. Literacy skills are at the core of the new curriculum. There is a wide variety of visits and outside experts coming to the school, which stimulate pupils' engagement with writing. For example, gifted and talented pupils have worked with the local secondary school to produce a newspaper. The school recognises that further opportunities for writing need to be embedded across the curriculum. Cross-curricular links are developing and information and communication technology is increasingly being used more widely as a tool for learning. There is an appropriate emphasis in the curriculum on pupils' social and moral development, although opportunities for them to learn about other faiths and cultures are limited.

The quality of care, guidance and support that pupils receive is good. There are effective induction arrangements for children starting at Cherbourg and when transferring to the local secondary school. Pupils with special educational needs and/or disabilities are given appropriate support and the recently appointed co-ordinator is already making improvements to the quality of individual education plans so that pupils are beginning to make better progress. The Bug's Club provides a good level of care in the after-school provision. In particular, there is a wide range of activities for pupils, although these are biased towards the younger ones. The welfare requirements of the Bug Club are met in full and the well-organised breakfast club provides a safe place for pupils. The care of pupils for whom circumstances make them vulnerable, including those with behavioural, emotional and social difficulties, is good. For example, pupils in the resource base begin their school day together, working in personal bases on activities relating to reading. This helps them to get ready for the school day. During the day, they are regularly monitored in classes and help is always available for teachers should they find behaviour challenging. Suitable reward systems are in place to encourage good behaviour.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

Senior staff, led by the headteacher, provide a clear vision for the school based on inclusivity, resulting in all pupils, including those in the resource base, being highly valued. Leaders and managers have a secure understanding of the strengths of the school and what needs to be done to improve. Appropriate targets are set for individual pupils in reading, writing and mathematics and class teachers meet regularly with senior staff to discuss their progress. Where pupils are identified as being in danger of underachieving, they are given extra support through appropriate interventions, the outcomes of which are monitored, but not always analysed in sufficient depth.

Leaders and managers provide a satisfactory drive for improvement. The school development plan clearly defines what needs to be done to move the school forward. Priorities are monitored in a variety of ways, including through lesson observations, although these are too focused on teaching rather than learning outcomes. The governing body has a clear understanding of what the school does well because it is well informed by school leaders. Although governors are very supportive and do ask questions about the work of the school, these are not always consistently focused upon improving pupil outcomes.

There are good relationships with parents, most of whom speak highly of the school and the staff. Good use is made of outside agencies to support those who need extra help or to provide enrichment for the curriculum. Safeguarding arrangements are satisfactory with notable strengths in some areas such as behaviour management. However, actions are not always recorded in enough detail or analysed sufficiently to identify where improvements could be made. The school ensures that equal opportunities are maintained, particularly for those in the resource base, but although all pupils make satisfactory progress, there is some variation between different ability groups. School leaders and the governing body have recognised the need to focus more on community cohesion, which is strong within the school and local community but does not yet sufficiently focus on national and international dimensions.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage make a sound start to their education because staff build up good relationships with parents and, together, they ensure that children feel safe and secure in their new environment. Attainment on entry has not been established early enough in the Autumn term until recently, but indications show that it is below national expectations in all areas with a weakness in aspects of communication, language and literacy. Assessment procedures are in place, but are not always used well enough to ensure that plans meet the needs of all groups of pupils.

Leaders and managers are becoming increasingly effective in improving provision. Much work has been done to improve the classroom environment and the outdoor provision so that they are bright and inviting. Children enjoy their learning and consequently behave well. Relationships between adults and children are positive. There are clear plans for activities in some areas of the curriculum such as communication, language and literacy, although these are less detailed in areas such as knowledge and understanding of the world.

The care of children in the crèche, which forms part of the Bug's Club, is good overall because the high ratio of supervision ensures that all requirements are met. There is good provision and positive interactions between staff and children. An attractive and stimulating environment makes children feel at home. However, due to building restrictions, facilities for children such as a sink and drinking water, while accessible, are not close to hand.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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## **Views of parents and carers**

Most parents and carers who responded to the questionnaire were positive in their views of the school. A few of them were concerned that they were not getting enough support to help them with their children's learning. Inspectors found that there was a range of opportunities for parents and carers to receive support, including learning journals, curriculum evenings and support in specific areas. A few of the responses felt that the school had not taken enough account of their views. Once again, inspectors found that the school had made changes recently such as ensuring that a mid-day supervisor was available to talk with pupils. Other changes have also been made as a result of individual concerns raised.

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

Ofsted invited all the registered parents and carers of pupils registered at Cherbourg Primary School 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 336 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	37	23	32	1	1	0	0
The school keeps my child safe	48	66	23	32	2	3	0	0
The school informs me about my child's progress	37	51	30	41	4	5	0	0
My child is making enough progress at this school	38	52	29	40	3	4	1	1
The teaching is good at this school	41	56	24	33	2	3	0	0
The school helps me to support my child's learning	37	51	21	29	9	12	0	0
The school helps my child to have a healthy lifestyle	40	55	30	41	2	3	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)	32	44	30	41	4	5	0	0
The school meets my child's particular needs	43	59	21	29	6	8	0	0
The school deals effectively with unacceptable behaviour	36	49	24	33	4	5	3	4
The school takes account of my suggestions and concerns	35	48	21	29	8	11	0	0
The school is led and managed effectively	44	60	22	30	4	5	1	1
Overall, I am happy with my child's experience at this school	52	71	16	22	3	4	1	1

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



24 September 2010

Dear Pupils

Inspection of Cherbourg Primary School, Eastleigh, SO50 5QF

Thank you for your friendly welcome when we visited you recently. We enjoyed meeting you and finding out about your school.

You told us that you like your school and we can easily see why. Your teachers care very much about you and help you to feel safe and secure. We were pleased that you have a good understanding of how to be healthy and that you enjoy helping others in both the school and the local community.

We found that you go to a satisfactory school. We have asked your teachers to make sure that all of you make better progress with your writing, by finding out which aspects you need to improve and practising these as much as possible, and also by using different questions to challenge each group to do better. We also would like the school leaders to check carefully whether you are improving in your learning. You can help by telling your teachers how well you think you are doing.

We have also asked for the youngest children to be assessed more carefully, particularly when they start school, so that lessons can be planned to help them learn. Finally, we would like you all to learn more about faiths and cultures, in both the United Kingdom and other parts of the world.

We wish you all the very best for the future.

Yours sincerely

David Shears  
Lead inspector

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