

# Cupernham Junior School

Bransley Close, Romsey, Hampshire, SO51 7JT

**Inspection dates** 24–25 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The experienced and highly committed headteacher has ensured that there has been good improvement since the last inspection.
- He is well supported by a new, but knowledgeable, leadership team and encouraging and challenging governors. Together, they are determined to fulfil their vision of becoming an outstanding school
- Partnerships, especially with local schools, are particularly strong. These offer very good opportunities for teachers to develop their skills in a variety of subjects and improve the pace of pupils' learning.
- The school's excellent use of funding for school sport is making a significant contribution to pupils' health, well-being and self-confidence.
- The school's motto of 'Dream Believe Achieve' underpins the strong promotion of pupils' spiritual, moral, social and cultural provision and pupils' good attitudes to learning and behaviour.
- The school's curriculum contributes well to pupils' achievement and their personal development.
- Pupils feel very safe and well cared for and they get along exceptionally well together. Their excellent attendance supports their learning particularly well. Parents express extremely positive views about the school and play an important part in encouraging their children to do well.
- A strong drive to improve teaching has ensured that it is now consistently good, and sometimes outstanding. This has caused achievement to rise for all groups of pupils.. As a result, they make good progress from their starting points.
- A recent dip in pupils' achievement in mathematics has been arrested. By the time pupils leave the school, standards in reading, writing and mathematics are above average.
- Very effective systems are in place to help disadvantaged pupils and those who find learning difficult to make the best progress they can.

### It is not yet an outstanding school because

- In some lessons, tasks are not sufficiently challenging so pupils do not make the rapid progress of which they are capable.
- There are insufficient opportunities for pupils to improve their work by responding to teachers' written comments.

### Information about this inspection

- Inspectors visited 22 lessons and observed 14 teachers. Teaching assistants were also observed working with individual pupils and small groups. Inspectors talked to pupils about their work and their experience of the school, and heard individual pupils from Years 3, 4 and 6 read.
- A wide range of documents was scrutinised. These included systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and the school’s analysis of how well it is doing and how it plans to improve. Records of leaders’ monitoring of the quality of teaching and the minutes of the governing body meetings were also examined.
- The inspectors looked at samples of pupils’ work across a range of subjects and classes.
- Meetings were held with members of the governing body, school staff and groups of pupils. The lead inspector spoke by telephone with a representative of the local authority.
- Questionnaires completed by 14 members of staff were analysed. The inspectors took account of the views expressed in the 38 responses to Ofsted’s online survey, Parent View, an email from a parent and comments made by parents during informal meetings at the school during the inspection.

### Inspection team

Anna Sketchley, Lead inspector	Additional Inspector
Shelley Davies	Additional Inspector
Robert Arnold	Additional Inspector

## Full report

### Information about this school

- Cupernham Junior School is an average-sized junior school. Most pupils live in the immediate area. The school roll is rising due to a new housing development.
- Currently, pupils in Years 3 and 4 are taught in five mixed-age classes. Years 5 and 6 are taught in six single-age classes.
- The proportion of disabled pupils and those with special educational needs on the school roll, fewer than one in 20 pupils, is broadly average.
- The proportion of pupils supported by the pupil premium is below that found in most schools. This is additional government funding provided to give extra support to disadvantaged pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of pupils from minority ethnic groups is below average. A very small number of pupils are at the very early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- There is an after-school club run by the school. A breakfast club facility is offered in the adjacent infant school. This is subject to separate inspection arrangements.

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

- Use existing outstanding practice and coaching to ensure that all teachers develop their skills in setting challenging work that will enable pupils to make even more rapid progress.
- Ensure that pupils have sufficient time to follow the guidance which teachers' marking gives them on how to improve their work.

## Inspection judgements

### The leadership and management are good

- The headteacher and governors have succeeded in employing high quality staff. A newly formed team of competent and successful senior and middle leaders, fully committed to securing the best possible progress for all pupils, is developing well.
- All staff know what needs to be done to improve because all leaders rigorously monitor the school's work, especially the quality of teaching and pupils' progress.
- Leaders track pupils' progress very carefully and hold regular meetings with teachers to assess and plan the next steps in pupils' learning. Middle leaders are knowledgeable about their subjects and keep a constant check on standards by looking at pupils' work and observing lessons.
- Teachers responsible for mathematics, reading and writing have successfully implemented comprehensive action plans and effectively tackled relative weaknesses identified by the last inspection. As a result, a dip in achievement in mathematics, which took place in 2013, has been arrested and achievement in writing has continued to improve.
- Extremely robust and thorough procedures for measuring teachers' performance against national teaching standards identify where extra training is required, both at a whole school and individual level.
- Leaders recognise that some teachers do not have all the skills they need to ensure that pupils make the best possible progress. To address this, they have begun a process of coaching using the best practice in the school to improve the quality of teaching further. This has not yet resulted in the quality of teaching overall or pupils' achievement being outstanding.
- Excellent partnerships with other local schools are also providing opportunities for teachers to develop new skills, especially in the teaching of sport and in initial teacher training, allowing the school to 'home grow' its own teachers.
- A strength of the school is the extremely well organised, diverse and exciting curriculum. The school is well advanced in its preparations to adopt the new National Curriculum. This is enriched by visits, for example, to places such as the Victoria and Albert and Natural History Museums. Pupils also visit the local town, working with town planners, artists and local industry. Residential visits for environmental studies and camping on the school field make a significant contribution to pupils' personal development.
- The school gives pupils excellent opportunities for spiritual, moral, social and cultural development outside the classroom, including in and beyond the local community. Pupils, for example, visit the elderly, discuss world news and current issues, and some are members of the school and eco councils. They begin to learn a modern foreign language and about other faiths and cultures. All these activities help pupils to develop social responsibility and an understanding of democracy and British values.
- The school's outstanding use of additional funding for sport is improving fitness levels, pupils' self-esteem and confidence, as well as teachers' expertise. An exceptionally high proportion of pupils take part in a wide range of competitive sports and enjoy an extensive variety of after-school activities.
- The vast majority of parents think very highly of the school. Parents of pupils new to the school told inspectors how impressed they were with the care and level of welcome they had received.
- The school's provision for disabled pupils and those with special educational needs and disadvantaged pupils, including a specially adapted curriculum, is very well led and managed, and is sensitive to individual needs.
- Equal opportunities for different groups of pupils are promoted well and the school does not tolerate any form of discrimination. The governing body and the school staff make sure that safeguarding procedures are followed rigorously and fully meet statutory requirements.
- **The governance of the school:**
  - Governors are well organised and attend appropriate training.
  - The headteacher ensures that governors receive comprehensive information about the school's work. Individual governors are linked to subjects and classes and make regular, supportive visits to the school.
  - These activities ensure that governors know the school's strengths and areas for development well. Governors closely monitor the school's performance and ask its leaders challenging questions. This enables them to have a good knowledge and understanding of how well different groups of pupils achieve, and of the quality of teaching.
  - Governors have stringent financial procedures in place. They are well informed about the spending and impact of additional funding, making sure that it is used to maximum benefit.
  - Teachers' pay and the progress pupils make are carefully compared and considered to ensure good

value for money.

- Governors set rigorous annual targets for the headteacher and review these regularly.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. School records show that challenging behaviour and exclusions are very rare. During the inspection, pupils were well behaved in lessons. They appreciate the clear rules for the playground which help them get on very well together outside. They move around the building extremely well, are very well behaved in the dining room and are exceptionally polite and well mannered towards one another and adults at all times. The pupils were impeccably behaved during school assemblies observed by inspectors.
- Pupils display a very positive attitude to school and this is demonstrated by their excellent attendance and the pride they show in their work.
- Pupils contribute exceptionally well to the life and work of the school, for example as 'red hats' who look after equipment, as 'Eco green hats', sports captains and members of the school council. Every week, special events enable pupils in mixed age groups to learn happily together. Older pupils have valuable opportunities to set an example for, and to help, younger pupils. All of these activities promote pupils' social and moral development well, and pupils thoroughly enjoy these responsibilities.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school and parents fully support this view.
- Pupils benefit from extremely effective teaching about internet safety.
- The school has enabled pupils to be involved in the development of roadway signage and risk assessments for a new housing development, heightening their awareness of how to keep safe.
- Pupils have a very good understanding of the different kinds of bullying, but say it is unheard of in school. There is no evidence of verbal or physical bullying and school records confirm this. Pupils say, 'It's a great school because teachers are really friendly.' They know who to go to should they need help.
- Pupils' behaviour and safety are not outstanding because very occasionally in lessons, when tasks are not challenging enough, some pupils become distracted and this causes their learning to slow down.

### **The quality of teaching is good**

- Learning is imaginatively planned and lesson activities engage pupils immediately. In a Years 3 and 4 mathematics lesson, pupils joined in with great enthusiasm when each was presented with a number and had to find other pupils with numbers that might be similar in some way. They used their prior knowledge exceptionally well, noticing, for example, square numbers, prime numbers, decimal numbers, numbers with similar factors or multiples, and odd and even numbers.
- Pupils find lessons exciting, but teachers' high expectations of behaviour mean that pupils pay careful attention to all adults. A recent initiative, which has included teaching pupils how to build their power to learn, is helping them make more rapid progress than in the past.
- Pupils listen well to instructions and, because teachers explain tasks very clearly to them, they know what they are expected to achieve. They quickly comply with teachers' instructions, and, because classrooms are tidy and well organised and resources are ready for learning, no time is wasted.
- Teachers' very good subject knowledge and questioning skills enable teachers to check pupils' understanding throughout the lesson, probing their understanding and moving them on quickly in their learning.
- Displays contain useful information for pupils to help them understand their learning if they become 'stuck'. Pupils can check facts independently and the direction of their learning.
- Very occasionally, tasks are too easy or too hard for some pupils, so they become disengaged from activities. Pupils do not disrupt these lessons, but they do not make the rapid progress they could.
- Thorough marking is consistent throughout the school and shows pupils how to develop their work. However, because pupils are not given time to respond to teachers' written comments and to practise corrections, pupils do not take sufficient responsibility for improving their own learning. Sometimes they do not understand the next steps they must take to develop their work. A new system for target setting with pupils has been developed but has not yet been fully implemented.
- Pupils benefit from a wide range of shared and independent homework activities that support their learning very well. Evidence from Parent View shows that parents feel homework is entirely appropriate.

**The achievement of pupils**

is good

- Pupils settle quickly and confidently into the school. Year 4 pupils are very good role models and new pupils are warmly welcomed.
- School data show that attainment in mathematics, reading and writing is generally average when pupils join the school. Standards have been rising steadily over the last three years, especially in reading and writing. Levels of attainment show that all groups of pupils throughout the school are making good progress from their various starting points. Results in the 2014 Year 6 national tests show standards to have been above average in all three areas of mathematics, reading and writing. A significant proportion of pupils reached levels higher than those found nationally. Standards in the current Year 6 are also above average.
- Activities in most lessons provide the most able pupils with sufficient challenge to enable them to make good progress and to achieve well. This is indicated by this group's above average results in reading, writing and mathematics.
- The school places a high priority on learning to read and pupils have plenty of opportunities to read in class. Younger pupils have the skills to help them tackle unfamiliar words. By Year 4 the most able pupils read confidently with expression and a good understanding of the text. Year 6 pupils' attitudes to reading are very positive. Pupils read fluently, say they enjoy choosing books that interest and engage them, and make good use of both the local and school libraries.
- Standards in writing have improved significantly, especially for boys, because teachers, when planning tasks, ensure there is a purpose for writing that will engage boys.
- A dip in standards in mathematics has been successfully addressed by ensuring more consistency in the way calculation is taught across the school. This was demonstrated by the work in Year 6 pupils' books. Tasks showed a very good level of challenge and some of the most able pupils achieved well above expected levels.
- Disadvantaged pupils are extremely well supported, both by their teachers and teaching assistants. The gap in attainment between all other pupils and those supported by extra funds to improve their learning has now closed across the school. Attainment for this group of pupils exceeds that expected nationally in each year group and is very close to all other pupils in the school.
- Support for disabled pupils and those with special educational needs is outstanding. Pupils are fully included in all the school offers. Where needs are especially complex, pupils benefit from an adapted curriculum entirely suitable to their needs. As a result, they make excellent progress from their starting points.
- Achievement is not yet outstanding because not all teachers have all the skills they need to ensure that all pupils make the rapid progress of which they are capable.

## 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

<b>Unique reference number</b>	115944
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	444125

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

<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Ratcliffe
<b>Headteacher</b>	Jonathan Clay
<b>Date of previous school inspection</b>	13–14 May 2010
<b>Telephone number</b>	01794 512702
<b>Fax number</b>	01794 516983
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