

# Cupernham Junior School

## Inspection report

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<b>Unique Reference Number</b>	115944
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	290373
<b>Inspection dates</b>	21–22 May 2007
<b>Reporting inspector</b>	Janet Sinclair

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	262
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr B Bolton
<b>Headteacher</b>	Mr K Geary
<b>Date of previous school inspection</b>	21 May 2001
<b>School address</b>	Bransley Close Woodley Lane Romsey SO51 7JT
<b>Telephone number</b>	01794 512702
<b>Fax number</b>	01794 516983

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Pupils join this larger than average sized junior school from a wide range of social and economic backgrounds. There are a below average number of pupils with learning difficulties and disabilities. The school has appointed a new headteacher and deputy headteacher within the last fifteen months.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. The new headteacher is providing very good leadership. He is building on the existing strengths of this already successful school by ensuring greater consistency in progress, more breadth to pupils' experience and more opportunities for curriculum enrichment, such as Africa Week. Parents are rightly pleased with the school's provision and express it with comments such as, 'Cupernham Junior has a wonderful atmosphere and my son looks forward to coming to school' and, 'the school is a very caring community'.

Standards in English, mathematics and science are high, and have been over several years. Pupil achievement is outstanding, with consistently good and often very good progress year on year. Teaching and learning are good overall with particular strengths in the teaching of literacy and numeracy. Relationships are very good across the school and pupils say that they really enjoy school because learning is fun. However, all staff do not yet ensure that questioning is used to challenge pupils' thinking or extend their ideas. Personal development and well being are outstanding. Pupils behave very well and have extremely good attitudes to work and this is reflected in their good attendance. They exercise their responsibility for what happens in school through being school councillors and have widened their scope by adopting an animal at Marwell Zoo. They clearly articulate pupils' views and know that these views are valued and acted upon.

The care, guidance and support provided for pupils are good overall. The very good support given to pupils with learning difficulties, those who have emotional problems and when transferring from one phase of education to another, ensures pastoral care is outstanding. Although academic guidance is good overall, pupils do not have individual targets to help them be fully involved in their learning. The curriculum is good. It is well planned to ensure continuity in pupils' learning, particularly for pupils in the mixed age classes. An outstanding range of additional activities, including themed weeks, ensure the curriculum is enhanced very well and the very good number of physical activities and sports clubs support a healthy lifestyle.

Leadership and management are good overall. Much of leadership and management is new but is already demonstrating the ability to take decisive action, consult widely, monitor initiatives and involve all staff in the process. Collectively, they are enthusiastic and committed to bringing about further improvement to this already successful school. There has been good improvement since the last inspection, particularly in the continuing drive to raise and maintain high standards.

### What the school should do to improve further

- Ensure teachers use questioning more effectively to develop pupils' thinking skills and challenge them further.
- Give pupils more ownership of their learning through providing them with more specific targets.

## Achievement and standards

### Grade: 1

Standards and achievement are outstanding. Pupils start with average levels of attainment and by the time they leave in Year 6, standards are high in English, mathematics and science. Achievement is outstanding. Current targets for pupils in Year 6 are challenging but the school expects to exceed them, as it did last year.

These high standards have been maintained over several years and have owed much to a strong emphasis on literacy and numeracy and very good provision in Year 6. However, pupils' progress year on year was uneven. Due to improved monitoring of pupils' progress within each year, pupils are now making at least very good progress more consistently, ensuring the school's high standards are sustained. The school is now working hard to extend the emphasis across all subjects to give greater breadth to pupils' learning. Pupils with learning difficulties are identified early and given very good support ensuring they make extremely good progress towards their learning goals.

## **Personal development and well-being**

### **Grade: 1**

Pupils show a real enjoyment of school and this is reflected in their above average attendance. In lessons, pupils co-operate well, are attentive to their teachers and listen very well to one another when answering questions or giving opinions. Behaviour is considerate and consistently very good. Pupils' spiritual, moral, social and cultural development is outstanding. Their extremely good cultural development and enthusiasm for what the school offers was shown clearly by their involvement in the Zimbabwean drumming, singing and dancing during Africa Week.

Pupils have a good understanding of healthy lifestyles. For example, they drink water during lessons, eat healthily at break and lunchtimes and take part in a range of physical activities including after-school sports clubs and the 'Skip 2 be Fit' programme. Pupils feel safe at school because there is very little bullying, and where it does occur they feel able to confide in a trusted adult. Pupils make a very positive contribution to the school through the activities of the school council, for instance, through improvements to the playground such as the Buddy Bench, and to the activities at the Wake-up Club. The school choir and samba band also take part in community events. High standards of literacy and numeracy, in addition to well-developed skills in co-operation, prepare pupils' very well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are exceptionally good in the core subjects leading to the high standards achieved. However, the headteacher and staff are aware of the need to give pupils much more involvement in their learning and extend their progress in other subjects. They are beginning to address this through changes to their practice, and this is having an impact, but there is still a way to go.

Teaching overall is effective because lessons are well planned and organised, teachers manage pupils well and relationships are very good. This creates a positive and calm working atmosphere where pupils are keen to learn. This is further enhanced by a growing emphasis on enjoyment in learning. The excitement evident in a lesson seen in a mixed Year 3 /4 class, researching information about Africa clearly demonstrated this. Teachers use questioning well to reinforce pupils' understanding of subject specific vocabulary but less well in developing and extending pupils' thinking skills. They mainly plan activities that match pupils' differing needs well. As a result, most pupils including those with learning difficulties and disabilities make good and sometimes very good progress, especially in literacy and numeracy. Support staff are used well to guide and support specific groups. Teachers mark work conscientiously ensuring pupils know

what they do well and what they need to improve, but pupils do not always have the opportunity to take action.

## **Curriculum and other activities**

### **Grade: 2**

The school's good curriculum and excellent extra curricular activities inspire pupils and promote both their personal and academic development. The school has adapted the curriculum well to accommodate the mixed age classes in Years 3 and 4 introducing a 2 year rolling programme across the school. Additionally, there is now greater emphasis on providing a wider, more stimulating curriculum. This comment from a group of Year 6 children explains this clearly, 'learning has improved in the last year; it is more enjoyable and exciting'. This was clearly evident in the 'Africa week' taking place during the inspection where pupils were involved in a wide range of dance, drama and music activities. Residential visits in Years 5 and 6, French, cricket and netball clubs as well as the Sports Mark Award are testament to the school's excellent provision. The specialist help from the local secondary schools is used very well to extend pupils' interest and skills through the 'Able child' project. There are good cross curricular links with most subjects, but the school is aware of the need to further develop links with mathematics.

## **Care, guidance and support**

### **Grade: 2**

The care pupils receive is outstanding and their academic guidance is good. Pupils' enjoyment, self confidence and security are the underpinning principles of all the school does. This comment from one Year 6 pupil sums up the excellent care they receive in school. 'This school is so interesting and caring that I cannot wait to get up and come to school'. The procedures for protecting and safeguarding pupils are firmly embedded and understood by all staff. Pupils have an excellent understanding of the dangers of drugs and the safe practices of the use of internet. Specific programmes such as emotional literacy, the dyslexic strategies, and the good links established with outside agencies, are helping pupils with behaviour and emotional difficulties to take an active role in school life. The transition arrangements both with the infant and secondary school are very good.

Teachers keep accurate records of pupils' progress and this helps them match work well to individual needs. There is some good evidence of pupils checking their progress based on their end of unit tests in literacy and through simple assessments of their progress in lessons. But the day to day involvement of pupils in checking on what they do well and what they need to improve in relation to their targets is limited.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The leadership of the new headteacher is very good. He has clearly identified the strengths and weaknesses in the school and taken decisive but well considered actions to bring about improvements in the school's provision. Performance management is now effective and is being used well to further develop pupils and enhance staff professional development. This is increasing staff confidence. As a result of staff discussion, there are now agreed criteria for the quality of teaching which are used when observing lessons and this has led to improvements in teaching. Staff are now held accountable for pupils' progress

year on year to ensure that their rate of progress is more even across the school. Pupils are being encouraged to have a greater say in all aspects of the school through, for example, their involvement in the teaching and learning policy. The headteacher is ably supported by a new deputy headteacher and senior management team who are very keen and enthusiastic and, along with all staff, committed to further improvement. Subject leaders are also keen to develop their roles but their monitoring role needs to be extended. Governors are supportive of the school and have realised that they need to be more involved to ensure they can act as critical friends to the school.

There is a huge emphasis on involving everyone in the decision making process. All staff and governors were involved in the most recent School Improvement Plan. It clearly sets out the agreed areas for development and identifies specific outcomes for success. It is regularly evaluated by senior management to ensure targets are being met.

Although leadership and management are all fairly new, they have demonstrated the capacity to bring about improvement through the actions they have already taken and have a good capacity to improve further.

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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	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

6 June 2007

Dear Pupils

Inspection of Cupernham Junior School, Romsey, SO51 7JT

I am writing to tell you how much we enjoyed visiting your school. Thank you for making us so welcome and helping us with the inspection. We could see how much you were enjoying Africa Week, particularly the drumming, which we really enjoyed as well.

We think Cupernham Junior is a good school with some outstanding features.

Here are the things we think are best about your school:

- your new headteacher is making learning exciting
- you behave extremely well and really enjoy your lessons
- you make excellent progress in English, mathematics and science
- you are very well cared for and this helps you to feel safe and keen to do your best
- you enjoy the excellent range of clubs and other activities the school offers.

These are the things we think you could do better:

- we would like teachers to ask you more questions that challenge you to think more deeply and which will develop your understanding further
- you need to have individual targets for your learning so that you have more control over how you can improve.

You can help by continuing to work hard and do your best.

Thank you again for being so friendly and helpful when we visited your school.

Yours sincerely

Janet Sinclair Lead Inspector