

Hornton Primary School

Inspection report

Unique Reference Number	122991
Local Authority	Oxfordshire
Inspection number	380561
Inspection dates	19–20 October 2011
Reporting inspector	Paul Edwards

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 of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Duncan Raper
Headteacher	Hilary Childs
Date of previous school inspection	4–5 March 2009
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in seven lessons, observing four teachers. Meetings were held with the headteacher, teaching staff, the Chair of the Governing Body, and groups of pupils. Inspectors observed the school's work, including the governing body minutes, the systems for assessing and monitoring pupils' progress, pupils' work and teachers' planning and marking. Inspectors took account of questionnaires completed by 36 parents and carers, six staff and 37 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by boys at Key Stage 1.
- The progress of girls in mathematics at Key Stage 2.
- The progress made by pupils with special educational needs and/or disabilities across the school.

Information about the school

Hornton is a much smaller than average-sized primary school. Almost all pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils known to be eligible for free school meals is well below that seen nationally. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have moderate learning difficulties. The Early Years Foundation Stage caters for children in a mixed Reception and Year 1 class.

A pre-school playgroup operates each day on the school site as part of a partnership arrangement. Staff from the school's Reception class work alongside staff from the pre-school setting to teach the children each afternoon. This privately funded setting is the subject of a separate inspection.

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

The school provides a satisfactory education for its pupils. It provides a harmonious and welcoming environment where pupils feel secure and enjoy learning. Pupils develop in confidence and acquire good personal and social skills, the result of effective procedures for ensuring they are well cared for and supported. Pupils' behaviour is good as are their attitudes towards learning and all aspects of school. This is reflected in their high levels of attendance and their enthusiasm for taking part in lessons and the good range of visits and activities that take place out of school. This is confirmed by parents and carers who confirm their children's enthusiasm for learning.

Attainment is broadly average in both English and mathematics. Children make a good start in the Early Years Foundation Stage and they make satisfactory progress throughout the rest of the school. The introduction of 'skills groups', where pupils are taught in ability groups for some English and mathematics lessons, is having a positive impact upon their progress. However, they have not been in place long enough to have sufficient impact on pupils' longer-term achievement. There is no significant difference in the progress made by boys and girls in either English or mathematics. Pupils with special educational needs and/or disabilities make good progress as a result of the early identification of their needs and well-targeted intervention strategies.

Teachers have good subject knowledge and question pupils well, enabling them to develop good speaking and listening skills. While work is planned for pupils of different abilities it is not always sufficiently closely matched to their prior attainment and the school rightly recognises the importance of improving its use of day-to-day assessment. Pupils' work is marked systematically, but teachers are not consistent in ensuring it identifies steps for improvement or linking comments to pupils' targets for learning. Teachers also miss opportunities to allow pupils to find things out for themselves and to move on to more challenging work sooner in lessons.

The leadership has made good improvements in tracking pupils' progress since the previous inspection. Consequently, the school has a clearer picture of how well pupils are progressing. Self-evaluation by the leadership team is broadly accurate and it provides a secure foundation for further development. The leadership has not yet evaluated its planning for community cohesion. Consequently it has not identified that although pupils have a good understanding of different religions and cultures; their awareness of people from different backgrounds in this country is a relatively

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weaker area of their development. The governing body has a secure understanding of the strengths and weaknesses of the school and has correctly identified the need to accelerate pupils' progress in the core subjects even further. Although several strategies have been introduced, teaching is still not consistently of a good standard. The school's capacity to improve, therefore, is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure teaching is consistently good by:
 - improving the use of assessment information so that work is consistently pitched at the correct level and is challenging for all groups of pupils
 - improving the quality of marking so that it clearly identifies what the pupils need to do next to improve
 - making better reference to pupils' targets for learning when marking their work
 - providing pupils with more opportunities to find things out for themselves.
- Improve the pupils' awareness of people from different backgrounds in this country by more effectively evaluating the school's planning for community cohesion.

Outcomes for individuals and groups of pupils

3

Children enter the school with skills and abilities at levels similar to those seen nationally. Following a good start in the Reception class, pupils make satisfactory progress throughout Key Stage 1 and Key Stage 2. Observation of lessons and analysis of pupils' work show that while there is evidence of good progress during the skills group sessions, skills are not always transferred to other literacy and numeracy activities. Pupils enjoy solving mathematical problems and discussing their work with their classmates. Pupils concentrate well on the tasks they have been set and persevere well. The regular teaching of letter sounds and blends provides the younger pupils with a secure foundation for the development of reading skills which progress well. Lesson observations confirm that pupils' speaking skills are broadly average and improving, the result of increased opportunities for them to provide extended responses to teachers' questioning. Pupils' information and communication technology (ICT) skills develop well as they make regular use of computers for research and writing activities. Pupils with special educational needs and/or disabilities have good opportunities to work in small groups and, where appropriate, to receive individual support, enabling them to make good progress. There is no significant difference in the progress made by boys and girls.

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Pupils have a good understanding of how to live healthy lifestyles and stay safe. A good proportion take part enthusiastically in the wide range of sporting activities through links with a sports partnership. Sessions, for example the 'street dancing' thoroughly enjoyed by Years 2 and 3 pupils during the inspection, improve their fitness and physical skills. Pupils make a strong contribution to school life through work on the school council and as play leaders. They take on a range of responsibilities and help to raise funds for local, national and international charities. Pupils' good spiritual, moral, social and cultural development is evident in their good behaviour and in their ability to get on well with one another. They are enthusiastic in celebrating the achievements of others, for example during the achievement assemblies. They have a very secure understanding of other religions and cultures in countries abroad. However, their understanding of people from different cultural and social backgrounds in this country is less well developed. Pupils' good personal development, high levels of attendance, improving basic skills and opportunities to engage in enterprise skills prepare them satisfactorily for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching observed during the inspection was never less than satisfactory and there was evidence of good practice throughout the school. However, it is not yet consistently good across the school to ensure pupils make systematically good progress. In the best lessons, activities proceed at a brisk pace and pupils of all

¹ 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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abilities are challenged to do their best. Pupils are questioned well and good use is made of resources such as interactive whiteboards. For example, in a good Year 4, 5 and 6 lesson, the pupils’ understanding of, and ability to write, instructional texts progressed well as a result of the teachers’ challenging questioning and ability to engage all pupils. Teachers have a good rapport with pupils and they work hard to encourage them. Where teaching is less successful, teachers give pupils too much information, missing the opportunity to allow them to determine how they will work things out for themselves. Marking lacks consistency and too little attention is given to matching work to the pupils’ learning targets.

The curriculum provides pupils with a wide range of activities. There are good opportunities for pupils to enhance their ICT skills through a variety of writing, mathematical and research activities. A particular strength of the school is the many opportunities provided for pupils to develop musical skills through singing and learning to play musical instruments. Effective partnerships within the cluster provide good opportunities for pupils to take part in sporting and artistic activities. The work by sports coaches helps pupils to develop their healthy lifestyles.

Transition arrangements both in and out of the school are effective. Pupils are very well known to the staff, provided with good support and well looked after. Pupils whose circumstances may have made them more vulnerable are provided with strong pastoral support ensuring they are well cared for. Intervention strategies ensure that pupils who find learning difficult are provided with additional support, enabling them to make good progress. The breakfast club, managed by the governing body, provides pupils with a healthy start to the day.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a clear understanding of the school’s strengths and weaknesses and has worked effectively to address issues from the previous inspection. Consequently, the leadership is now better placed to track how well pupils are progressing, and school improvement planning more clearly identifies areas for development. A recent reduction in staffing due to a decrease in pupil numbers has provided the school with considerable challenges. The introduction of new arrangements for the organisation of classes is too recent to determine its effectiveness. Senior leaders are beginning to take on more responsibilities with a

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focus on accelerating progress. The leadership has carefully analysed the school’s performance and identified where improvements should be made and all staff are determined to drive improvement further. Monitoring of teaching and learning is regular and has identified the need to develop the teachers’ use of assessment when planning work.

Partnerships play a significant role in ensuring pupils are provided with good opportunities, for example the Early Years Foundation Stage partnership, the sports partnership and links with other local schools all enhance the school’s provision. There is an appropriate emphasis on ensuring all pupils have equality of opportunity. The school monitors which pupils attend the out-of-school clubs to ensure as many as possible are catered for. The headteacher is embedding ambition among the staff and they are improving their skills in evaluating and moderating pupils’ learning. Safeguarding procedures are rigorous and implemented fully. Members of the governing body hold the school to account and challenge it effectively. Parents are kept well informed about their children’s progress, school events and what aspects of the curriculum pupils are studying. The governing body rightly acknowledges the need to fully implement and evaluate its plan to promote community cohesion to extend the pupils’ awareness of the different backgrounds of people in this country.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Parents and carers are pleased with the start their children are given in the Early Years Foundation Stage. The established partnership with the pre-school enables the school to provide its children with a wide range of activities, enabling them to make regular use of the outside facilities. The teacher plans effectively to ensure work is matched to the different ages of pupils and teaching assistants are well deployed to

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work with children. Children rapidly gain in confidence and, where appropriate, work with their older classmates. Effective attention is given to developing children’s recognition of letter sounds and blends and numeracy skills which develop well. Consequently, they are well prepared for Year 1 work. Children progress well because staff provide a very broad range of activities and make good use of assessment information when planning work. Ongoing assessments are used well to contribute to the children’s progress files. There is a good balance of teacher-directed and child-chosen activities. Leadership and management of the Early Years Foundation Stage are good, enhanced through links with the pre-school setting.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents returning questionnaires was similar to that seen nationally. All those responding to the questionnaire said that their children enjoyed school. While most of those responding to the questionnaire felt that the teaching was good, a few expressed concerns over the progress their children were making. Inspectors found pupils were making satisfactory progress overall, although there was some unevenness. A small minority expressed concerns over the behaviour of children at the school. Inspectors found this to be good and often exemplary in lessons. A few expressed concerns over the quality of leadership and management and the way in which the school dealt with their suggestions and concerns. Inspectors judged leadership and management to be satisfactory and communication between home and school has improved since the previous inspection. The school is rightly exploring how this might be developed further.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hornton Primary School to 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	78	8	22	0	0	0	0
The school keeps my child safe	20	56	13	36	3	8	0	0
The school informs me about my child’s progress	14	39	20	56	1	3	0	0
My child is making enough progress at this school	19	53	12	33	5	14	0	0
The teaching is good at this school	20	56	14	39	0	0	1	3
The school helps me to support my child’s learning	18	50	14	39	1	3	1	3
The school helps my child to have a healthy lifestyle	17	47	18	50	0	0	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)	17	47	12	33	4	11	0	0
The school meets my child’s particular needs	17	47	18	50	1	3	0	0
The school deals effectively with unacceptable behaviour	12	33	14	39	5	14	2	6
The school takes account of my suggestions and concerns	14	39	15	42	3	8	3	8
The school is led and managed effectively	14	39	11	31	3	8	4	11
Overall, I am happy with my child’s experience at this school	22	61	12	33	2	6	0	0

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



22 October 2011

Dear Pupils

Inspection of Hornton Primary School, Banbury OX15 6BZ

Thank you very much for welcoming us when we visited your school recently. We enjoyed talking to you and watching you learn. This letter is to tell you what we found out about your school and what we have asked the school to do to become even better.

- Your school provides you with a satisfactory education.
- Children in the Reception classes are provided with a good start to their schooling.
- You say you enjoy school and we saw that in your enthusiasm and in your good behaviour. Your attendance is much better than that seen in most schools.
- You have a good understanding of what you need to do to keep healthy and fit.
- There is a good curriculum with many clubs, activities, visits and visitors which make your work more interesting.
- The teachers and staff look after you well. They give those of you who find learning difficult considerable help and support.
- Those in charge of the school provide satisfactory leadership.

In order to make your school even better, we have asked your headteacher and staff to do the following things.

- Improve how teachers mark your work and how they use information about how well you are doing when planning lessons. We have also asked them to give you more opportunities to find things out for yourselves.
- Help you to improve your understanding of people from different backgrounds in this country.

You can all help by trying really hard with your writing.

Yours sincerely

Paul Edwards
Lead inspector

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