

# Hornby St Margaret's Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	119530
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379829
<b>Inspection dates</b>	10–11 November 2011
<b>Reporting inspector</b>	Lynne Read

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	39
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Ewens
<b>Headteacher</b>	Kerry Stafford-Roberts
<b>Date of previous school inspection</b>	20 May 2009
<b>School address</b>	Main Street Hornby Lancaster LA2 8JY
<b>Telephone number</b>	01524 221496
<b>Fax number</b>	01524 221496
<b>Email address</b>	head@hornby.lancs.sch.uk

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## Introduction

This inspection was carried out by one additional inspector. The inspector observed teaching and learning in seven lessons taught by three teachers. The inspector held meetings with members of the governing body, managers, staff, and groups of pupils. In observing the school's work, the inspector looked at pupils' workbooks, assessment records, school policies, procedures for safeguarding and school development plans. In total 20 parental questionnaires were received, analysed and considered, alongside 20 questionnaires completed by the pupils and nine by school staff.

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

- The improvement made in pupils' progress at Key Stage 2, especially in mathematics.
- How far lessons, especially in mathematics at Key Stage 2 and reading at Key Stage 1, are promoting the best possible progress for all groups of pupils.
- How effectively the curriculum and quality of care support pupils' personal and academic development.
- How well children in the Early Years Foundation Stage are learning and how effectively they are prepared for their later work, especially in reading.

## Information about the school

This school is much smaller than most primary schools, and pupils are taught in two mixed-aged classes. It is situated in a rural area and some pupils attend from outside the immediate locality. All pupils are of White British heritage and none are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is below average. The school is accredited through Healthy Schools status and the Activemark award. It is also part of the Lancaster Inclusion Charter. An executive headteacher is in post, who shares his time between this and another local school. There have been many changes in staff recently; the majority of teachers have been appointed over the last year. The Key Stage 2 class is taught by one teacher in the mornings and two other teachers share the afternoon sessions. The school offers a daily breakfast club on the premises.

**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?**

**2**

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

**2**

## Main findings

This is a good school. The headteacher, well supported by the governing body, leads the successful drive for improvement and generates strong ambition. Thorough reviews of performance are completed by managers and the school sets itself challenging targets. This system of self-evaluation is successful in providing a comprehensive and accurate view of the school's strengths and weaknesses and provides the basis for development planning. In turn, this has led to improved attainment in reading and more pupils now working at the higher level in mathematics at Key Stage 2. The capacity for sustained improvement is therefore good.

Over recent years attainment in English and mathematics has been broadly average, but is rising swiftly as pupils achieve the challenging targets set for them. Children in the Reception year make good progress and are well prepared for their National Curriculum work. Improvements to the programme for teaching letters and sounds means that children are beginning to read, spell and write at an earlier stage; those in the Reception year and Key Stage 1 often make very good progress in these areas. This work is consolidated in English lessons well as pupils move through school, but there are insufficient opportunities for pupils to practise and enhance their writing skills when studying other subjects. An increased focus on applying mathematical skills to solve problems is successfully boosting learning in this subject. Overall, pupils' progress in Key Stages 1 and 2 is good.

Teaching is good overall and some is outstanding. Pupils' progress is constantly assessed and, at Key Stage 1 and for English and mathematics at Key Stage 2, work is provided at different levels of difficulty so it caters well for the mixed ages and abilities in each class. However, in some other subjects in Key Stage 2, teaching is satisfactory rather than good. This is because the pace of learning is slower and expectations set by the different teachers who share this class are variable. In English good quality marking and helpful learning targets for pupils provide advice so they know how to improve their work. Both are less effective in mathematics and pupils are not as clear about the next steps in this subject. The curriculum is satisfactory. It includes a good emphasis on personal development and this is enhanced further through strong links with the church. However, planning does not consistently link subjects together in order to create opportunities for pupils to practise and consolidate their learning. The school offers a good quality of care. Pupils' attendance is high; they enjoy school, are happy and feel safe. Their good

behaviour ensures that lessons run smoothly and creates a calm, positive atmosphere for learning.

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

- Improve teaching and the curriculum at Key Stage 2 so that both are consistently good by:
  - ensuring that teachers use assessment information more effectively, and collaborate to a larger extent in planning, in order to provide equally high expectations across all lessons
  - developing planning in order to link learning across subjects and provide better opportunities for pupils to consolidate the skills they are acquiring, especially in writing.
- Consolidate the drive for improvement in mathematics by developing clearer targets for pupils and improving marking so that they are as effective as those seen in English.

## Outcomes for individuals and groups of pupils

2
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Pupils enjoy the challenges that their teachers set for them and clearly enjoy their learning. In a Key Stage 1 mathematics lesson pupils had fun playing snakes and ladders as part of their 'counting on' work. Key Stage 2 pupils enjoyed investigating the techniques used by advertisers before planning and writing their own persuasive texts. Across school, pupils are very confident in their use of information and communication technology (ICT) to support their learning and for recording purposes. All age groups have positive attitudes to learning and are keen to succeed.

When children start school they have a range of skills that are broadly in line with those expected of the age group. They make good progress and enter Year 1 with skills that are above average. This marks an improvement on past years, when standards have often been average. Progress is good overall across Key Stages 1 and 2. Standards in reading have improved well. Many of the current Year 6 pupils are working at above average levels in English and mathematics and achievement is good. A concerted effort to boost attainment in mathematics means that pupils are now applying their skills much more effectively. Boys and girls learn equally well and pupils who have special educational needs and/or disabilities are supported well so that they make good progress.

Effective links with the church play an important part in supporting the pupils' good spiritual, social, moral and cultural development. Pupils are polite and show kindness and care towards each other. They have a sound knowledge of, and good respect for, faiths and cultures that are different from their own. Pupils play an important role in the day-to-day running of the school and are actively involved in the local community. For example, school councillors ensure that pupils' views are represented in the decision-making process, and children express their views through regular contributions to the community newsletter. Pupils have a keen awareness of those in the world who are less fortunate and engage enthusiastically in fund-raising

activities. They are keen to succeed, have excellent habits of attendance and punctuality, and are well-prepared for their future education.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The quality of teaching is good overall and there is some excellent practice. Lessons have clear objectives so pupils know exactly what is expected of them. Teachers often include short, focused tasks and challenges in their lessons. This creates a good pace to learning and helps to motivate pupils. In Key Stage 1 and English and mathematics lessons at Key Stage 2, teachers make good use of assessment information to set work at different levels. In planning some lessons across the curriculum, however, teachers do not collaborate sufficiently to share assessment information and ensure that expectations are equally high in all subjects. Marking is of a high quality in English and pupils find their individual targets helpful. These systems are being introduced in mathematics but are not, as yet, fully effective. Teaching assistants are very knowledgeable, well-trained and effectively deployed.

The curriculum is enhanced well, especially through good partnerships. For example, links with other schools provide opportunities for pupils to engage in sports tournaments, an enterprise scheme and a residential experience. Able and gifted pupils have special sessions to extend their talents, and pupils across school enjoy working with specialists, such as an artist in residence. Although planning includes good use of ICT, it does not exploit enough links between subjects in order to maximise pupils' learning. In particular, there are insufficient opportunities for pupils to write at length. A good selection of extra-curricular clubs and competitive sport helps pupils to hone their skills and encourages them to try new interests. The gardening, cookery and music clubs are popular, as are those run by pupils themselves, such as the talents club.

Pupils' welfare is at the heart of the school's work and pupils feel secure within this nurturing environment. The large playground has been extensively developed to

<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

provide a wide range of activity, as well as quiet areas. This helps to ensure that playtimes run smoothly and pupils enjoy their leisure time. Pupils know exactly what is expected in terms of behaviour and, by the time they reach Years 5 and 6, they demonstrate a good level of maturity and self-discipline. Pupils who have special educational needs and/or disabilities are supported well through one-to-one tuition, special programmes of work and outside expertise. The daily breakfast club is popular and provides a welcoming start to the day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>

## How effective are leadership and management?

The headteacher provides good, focused leadership and clear direction. The new team of staff shares a vision of excellence and is focused on providing the best for pupils. The school is well run on a day-to-day basis; procedures and policies are consistently followed and value for money is good. Staff pay good attention to ensuring that no groups of pupils are disadvantaged, so all have an equal opportunity to succeed. For example, an improved system for tracking pupils' progress means that teachers and managers have an accurate view of the achievements of all groups of pupils. They use the information well to target support and provide a boost to learning, where needed.

Community cohesion is successful in promoting harmony in school and in providing opportunities for pupils to engage with the local community. Links with schools nationwide and overseas are developing well and providing opportunities for pupils to engage with those from different backgrounds. Safeguarding meets requirements. Staff have regular updates in their child protection training and are satisfactorily equipped to deal with any concerns. Governance is good. The governing body is supportive and includes a good range of expertise and experience to support management. Members scrutinise data in order to monitor outcomes, make frequent visits to classes and are fully involved in deciding the strategic direction of the school. Parents and carers receive regular, high-quality information about progress, the curriculum, and school events. The governing body is now considering extending the programme of workshops held for parents to keep them better informed about teaching and learning strategies.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

On entry to school, children’s skills vary from year to year. Generally, they are in line with those typically expected. Good induction procedures and links with pre-school providers ensure that children settle quickly. They make good progress and attainment is above average by the end of the year. Teaching is good and includes plentiful opportunities for children to explore and investigate. Children’s progress is frequently assessed and planning takes careful account of their learning and interests in order to keep them challenged well. For example, boys’ attention was captured as they worked on simple calculations using toy cars. Work on sounds and letters is much enjoyed and inspires children to write. For example, they choose from a selection of materials, such as chalk or paint, to practise letter formation and spelling. Children behave well, communicate confidently and share resources fairly. The outdoor area has been developed recently to provide a wider range of activity, including role play. Current plans include replacing the grassed area to provide a larger, all-weather surface, more suitable for wheeled toys. Management is good and strong teamwork among staff ensures that routines, policies and procedures are consistently followed. Well-attended meetings and pre-inductions session for parents and carers ensure that they are able to offer good support for their children’s learning. They are also well-informed about progress through sharing their children’s individual ‘learning journey’ booklets.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2

## Views of parents and carers

The parents and carers who responded to the questionnaire have very positive views. All agree that their children enjoy school and are safe. Some comments typical of many were, ‘the school has a very warm, vibrant and happy atmosphere’, ‘the staff are dedicated and provide a professional and supportive learning environment’, and ‘good home-to-school liaison keeps families well-informed’. There are commendations for the way that school takes account of concerns and suggestions, for the work done in helping children to adopt healthy lifestyles and all respondents agree that they are happy with their child’s experience at this school. Inspection evidence endorses these views. A few parents and carers had concerns about changes in staffing and how these might affect their children’s progress. Inspection

evidence shows that learning and progress and the quality of teaching are good, with both improved since the previous inspection. Some additional improvements to teaching form part of 'What does the school need to do to improve further?'

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

Ofsted invited all the registered parents and carers of pupils registered at Hornby St Margaret's Church of England 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 inspector received 24 completed questionnaires by the end of the on-site inspection. In total, there are 39 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	88	3	13	0	0	0	0
The school keeps my child safe	20	83	4	17	0	0	0	0
The school informs me about my child's progress	12	50	11	46	1	4	0	0
My child is making enough progress at this school	12	50	10	42	2	8	0	0
The teaching is good at this school	12	50	8	33	3	13	0	0
The school helps me to support my child's learning	11	46	12	50	1	4	0	0
The school helps my child to have a healthy lifestyle	15	63	9	38	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)	12	50	9	38	1	4	0	0
The school meets my child's particular needs	10	42	11	46	3	13	0	0
The school deals effectively with unacceptable behaviour	10	42	10	42	2	8	0	0
The school takes account of my suggestions and concerns	11	46	11	46	0	0	0	0
The school is led and managed effectively	12	50	10	42	1	4	0	0
Overall, I am happy with my child's experience at this school	16	67	8	33	0	0	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 is 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](http://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"><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 pupils' 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.**



14 November 2011

Dear Pupils

**Inspection of Hornby St Margaret's Church of England Primary School,  
Lancaster, LA2 8JY**

Thank you for the very warm welcome you extended to me when I inspected your school. I thoroughly enjoyed my time with you and appreciated all the help you gave me, your lovely smiles and some very interesting conversations.

St Margaret's CE is a good school. You get on very well together and take good care of each other. Thank you to the pupils who filled in their questionnaire and those who chatted with me. It was good to hear your comments such as 'teachers make lessons fun', 'we like the clubs and making contact with other schools' and 'we're all good friends'.

You are keen to learn, work hard and are making good progress. Those of you in the Reception year enjoy your work and play and are doing really well, especially with your writing. In Key Stages 1 and 2, your reading and mathematics have improved and you are making good progress. I read some really good non-fiction work in your English books and on display. I think you would benefit from more opportunities to practise those good skills in other lessons. In order to help the school improve further, I have asked your teachers to:

- make sure they plan all lessons well and give you challenging work to do, especially in lessons such as history or science
- make sure that you have more opportunities to work and write to your best abilities in lessons across the curriculum
- make sure that their marking and your learning targets in mathematics provide you with good advice about how you can improve your work.

You can help by continuing to work hard, keeping up the high attendance and completing your homework. Thank you once again for the interesting conversations I had and I hope you continue to enjoy your happy school.

Please accept my best wishes for the future.

Yours sincerely,  
Mrs Lynne Read  
Lead inspector

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