

# Hornton Primary School

Church Lane, Hornton, Banbury, OX15 6BZ

**Inspection dates** 12–13 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement because it is not consistently good across the school.
- Teaching is not as strong in Key Stage 1 as it is in the rest of the school. This means that pupils in Years 1 and 2 are making slower progress than elsewhere.
- In Years 1 and 2, teaching does not always take enough account of what pupils already know. Work is sometimes too hard or too easy for some. The pace of learning is sometimes too slow because time is wasted.
- Senior leaders take on too much. Other members of staff do not have enough responsibility for supporting senior leaders in securing improvement, especially in the quality of teaching.
- Pupils have too few opportunities to make their views known so do not contribute to school improvement as much as they might.

### The school has the following strengths

- Over the last year there has been a relentless drive for improvement that has been well led by the new leadership team. Consequently, both pupils' attainment and the quality of teaching are improving quickly.
- Senior leaders have tackled rigorously the significant pockets of underachievement they found when they took over the school. They are ensuring there is a rapid pace to development and are doing the right things to iron out remaining inconsistencies in the quality of teaching.
- Children make good progress in the Early Years Foundation Stage. Their progress is checked very carefully so that differing needs can be fully met.
- Pupils' progress accelerates in Years 5 and 6, and this helps to ensure that attainment is above average by the end of Year 6 in English and mathematics.
- Pupils behave well both in and out of lessons and are keen to do their best. They feel safe and support each other well.
- Improvement over the last year in the way that subjects are linked together through topics helps to bring subjects alive and contributes well to pupils' great enjoyment of school.
- Very strong links with the partner secondary school have contributed greatly to improvements over the last year.

## Information about this inspection

- The inspector observed nine lessons, all of which were joint observations with members of the leadership team. In addition, the inspector made a number of short visits to lessons.
- Meetings were held with pupils, members of the governing body, members of staff and a representative from the local authority.
- The inspector took account of the views of 31 parents who responded to the on-line questionnaire (Parent View). The inspector also talked to some parents at the start of the school day.
- The inspector observed the school's work, heard pupils read, and looked at a number of documents, including the school's own information about pupils' learning and progress, planning and monitoring documents, the school development plan, records relating to behaviour and attendance, and safeguarding information.
- The inspector analysed seven questionnaires from staff.

## Inspection team

Mike Capper, Lead inspector

Additional Inspector

# Full report

## Information about this school

- The school is a smaller than average-sized primary school. The number on roll is increasing and the number of classes rose from three to four in September 2013.
- The majority of pupils are from White British backgrounds.
- Children in the Early Years Foundation Stage are taught in a Reception class but there were none in school during the inspection.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding given to the school for children known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is extremely low.
- The pre-school which shares the school site is not managed by the governing body and was not inspected.
- The school provides a breakfast club which runs each morning.
- The school has an executive headteacher, an associate headteacher and a deputy headteacher. The first two of these work for most of the week at a nearby partner secondary school where they are respectively headteacher and deputy headteacher. This leadership model was adopted in September 2012 when the previous headteacher retired.

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

- Improve progress in Key Stage 1 by:
  - raising adults' expectations of what pupils can achieve and ensuring that work is not too hard or too easy for any of them
  - ensuring that information on attainment at the end of the Early Years Foundation Stage is clearly understood by adults so that work builds more closely on pupils' starting points
  - ensuring that time is not wasted in lessons.
- Strengthen the role of all staff in driving improvement by delegating more widely responsibilities for checking provision and supporting teachers' efforts to improve.
- Give pupils greater involvement in contributing to school improvement by increasing opportunities to make their views known.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because progress is not yet consistently good. Although attainment is rising and is now above average by the end of Year 6, there are still variations in the rates of progress between different year groups. School data show that in the last academic year, not all pupils in Years 2 and 3 did well enough. In the current year, pupils in Key Stage 1 do not consistently make enough progress in lessons because there are occasions when work does not fully meet their needs.
- Disabled pupils and those who have special educational needs make similarly uneven progress as others in lessons. These pupils make the best progress when skills are introduced systematically in small groups in or out of lessons, especially in Key Stage 2, but there are occasions in Key Stage 1 when specific needs are not met well enough.
- Changes in staffing mean that pupils are now making better progress in Key Stage 2 than in Key Stage 1. Pupils who had fallen behind in Years 2 and 3 are being given extra help and this is helping them to catch up quickly. In most lessons in Key Stage 2, there is good challenge for more able pupils and several reached the higher Level 6 in national testing in 2013. Pupils in Key Stage 2 are becoming increasingly confident writers and they read well. In mathematics, they think like mathematicians and show good skills when faced with challenging problems.
- Children make rapid progress in the Reception year and attainment by the end of the Early Years Foundation Stage rose from below average levels in the previous year to above average in 2013. This reflects good progress for these pupils from broadly average starting points and demonstrates the positive effect of the greatly improved provision for these pupils. However, work in Year 1 is not building well enough on these good starting points.
- There are a very small number of pupils who receive additional funding through the pupil premium. Funding is used well to provide support where needed.

### The quality of teaching

### requires improvement

- Teaching has improved greatly over the last year, but it still requires improvement because in Key Stage 1 teachers do not always make enough use of assessment information to plan work that meets the needs of all pupils. This means that work is too hard for some pupils and too easy for the most able. Although there is a great deal of information about what Year 1 pupils could do at the end of the Early Years Foundation Stage, this is not well understood and is not used well enough to build on their existing skills and knowledge.
- In Key Stage 1, the pace of learning is not always rapid enough and time is wasted because pupils sit for too long on the carpet at the start of lessons. Groups for teaching phonics are too large and make it difficult to meet differing needs adequately.
- Teaching is mainly good in the rest of the school, although there are occasions when pupils are left to work alone for too long without adult intervention. When this happens, pupils lose focus and do not always do what is expected of them.
- In the Reception class, adults plan exciting and engaging activities that make good use of the very well resourced outdoor area. Arrangements for checking children's progress are very thorough and this information is used well to plan the children's next steps in learning.
- Teaching in Key Stage 2 is most effective when it engages pupils fully. This was seen to good effect in Years 3 and 4 where pupils were entranced as the teacher read a story and then followed this up with good quality questioning. Similarly, in a numeracy lesson, the teacher made excellent use of the interactive whiteboard to make addition exciting, with pupils responding very well to the teacher's high expectations.
- In Years 5 and 6 where teaching is consistently good, differing needs are met well. There is good challenge for the most able in lessons and pupils are expected to think for themselves. In Years 5 and 6, marking and the use of targets are especially effective in helping pupils to

understand how well they are doing and how to improve.

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

- Parents and pupils rightly feel that behaviour is typically good in this happy school. Pupils behave very sensibly in lessons and when playing on the relatively small playground. They get on well together and provide good support to each other. As one pupil said, 'We try to be kind to each other because we know that makes school a happy place.'
- Pupils are polite and courteous and show great sensitivity to the needs of others. Newly arrived pupils are supported well and say that they quickly make friends. In lessons, pupils usually work hard, although just occasionally they lose concentration when not being closely monitored by an adult.
- Rates of attendance have risen in the last year and are now above average. This reflects pupils' great enjoyment of school. The many smiling faces seen in school are a testament to the good relationships that exist between adults and pupils in all classes.
- The school tackles discrimination very effectively. Pupils are kind and caring and play together happily. They feel safe and are confident that problems are tackled quickly. They say that there is no bullying but if they do 'fall-out' they know who to turn to if it does occur. They show good self-control and talk confidently about how to avoid dangers such as cyber-bullying in their life outside school.
- The well-attended breakfast club gives pupils a nutritious start to the day. Pupils keenly adopt healthy lifestyles. They are looking forward to having some physical education (PE) lessons using facilities at the partner secondary school this year. This is a good example of the partnership between the two schools helping to improve provision.

### **The leadership and management** are good

- When the new senior leadership team took up post a year ago, the local authority identified that many pupils were not doing well enough. This is being tackled well by senior leaders who have been provided with good quality support from the local authority. Together, they ensured that the school has improved rapidly over the last year.
- Senior leaders are tackling remaining weaknesses in teaching with rigour and the new leadership team is proving highly effective in securing improvement. Senior leaders are not willing to accept second best and, while the impact of their work is less strong in the current Key Stage 1 class, the positive impact of their work can be seen in rising attainment and improving teaching. The curriculum (the topics and subjects taught) has been revised to link subjects together more positively, contributing well to pupils' positive attitudes towards learning and their well-being.
- Development planning is thorough and is based on a very clear understanding of the main priorities. Other members of staff are becoming increasingly involved in planning for improvement, although senior leaders still take on too much responsibility for improving teaching.
- Leaders have introduced very thorough systems for checking pupils' progress. Information on pupils' progress is used diligently to identify pupils who need extra support so that their learning moves on more quickly.
- Teachers are given good support to help them improve, and in areas such as the teaching of phonics, training has helped to improve skills significantly and has raised attainment in the Year 1 phonics screening.
- The curriculum focuses successfully on supporting pupils' spiritual, moral, social and cultural development. Pupils aspire to reflect the school's 'values and aims' and they show qualities such as resilience, kindness and care both in and out of lessons.
- **The governance of the school:**
  - The governing body contributes well to school improvement. Its decision to appoint executive

and associate headteachers was well considered. The partnership with the secondary school has proved highly beneficial by providing opportunities to share skills and good practice. Over the last year, governors have made good use of training to increase their skills. They now analyse data in more detail to check how well pupils are doing and there is a good understanding of how well the school is performing in comparison to others both locally and nationally. Governors know where teaching is stronger or weaker and ensure that only good performance is rewarded financially. There are good plans in place to use the 'Schools Sports Fund' (additional funding to support the development of school sports) to provide coaching and support to staff to increase their skills in teaching PE. The pupil premium is used well to close the gap for the very small number of eligible pupils. Procedures for safeguarding pupils meet requirements.

## 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>	122991
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	426489

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

<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>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Duncan Raper
<b>Headteacher</b>	Dr Annabel Kay
<b>Date of previous school inspection</b>	19–20 October 2011
<b>Telephone number</b>	01295 670335
<b>Fax number</b>	01295 678595
<b>Email address</b>	head.2001@hornton.oxon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

