

INSPECTION REPORT

Hornton Primary School

Hornton, Banbury

LEA area: Oxfordshire

Unique Reference Number: 122991

Headteacher: Mrs Wendy Clifford

Reporting inspector: Mrs Stephanie Lacey

Dates of inspection: 27 – 29 September 1999

Under OFSTED contract number: 707714

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr David Harwood
Date of previous inspection:	29 January – 2 February 1996

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Mrs Stephanie Lacey, RgI	Areas of learning for children under five English Information technology Art Geography History Special educational needs	Attainment and progress Teaching Leadership and management Partnership with parents and the community
Mr Derek Bowers, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Efficiency
Mr David Price	Mathematics Science Design and technology Music Physical education Religious education Equal opportunities	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- Consistently good quality teaching in all classes helps all pupils make good progress.
- Standards are high at the end of Key Stage 1.
- Pupils are very positive about school and behave well.
- The curriculum is interesting with a particular emphasis on the creative arts.
- The school is well run and the staff team works very well together.
- There is a caring ethos within a family atmosphere.
- There is a very good partnership between parents and the school.

Where the school has weaknesses

- I. Information from statutory tests and assessments is not used sufficiently to help raise standards further in Key Stage 1.
- II. Handwriting is sometimes untidy.

The many strengths of the school far outweigh its weaknesses, but they will form the basis of the governor's action plan, which will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made good progress since its last inspection. It has worked successfully on the four areas for development outlined and is now better than it was. Staff and governors have consolidated on the very good work noted at the time. They have provided opportunities for pupils to develop a broader understanding of other cultures and ethnic groups. They have rewritten the aims of the school and simplified the school development plan. The school has maintained standards since the last inspection and improved provision. Notable improvements include an extension to the original school house to provide an additional classroom, with the resulting reduction in class sizes. The school has agreed appropriate literacy targets for the current Year 6 for the year 2000, which it is set to meet. Staff and governors are committed and enthusiastic and the school is in a good position to improve further.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			Very high A*
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E
English	A*	A*	
Mathematics	A*	A*	
Science	A*	A	

At Hornton levels of attainment measured by national tests and assessments vary significantly from year to year. This is partly because of the effect of small numbers on percentage swings and also because of the particular composition of each year group in terms of ability.

The information in the table shows that standards in English, mathematics and science were in the top five per cent of all schools in 1999. Standards at Hornton at the end of Year 6 were much higher than those in schools with pupils from similar backgrounds. In 1998, Year 6 pupils' standards were below average in English and mathematics and well below average in science. The nature of each year group varies year on year. The current Year 6 pupils have made good progress, but their attainment in English, mathematics and science is broadly average. Their attainment in information technology and religious education is slightly above average.

Children under five make good progress in all areas of learning and are above average by their fifth birthdays. Pupils make good progress in all classes. At the end of Key Stage 1 this year, standards are above average in English, mathematics, science, information technology and religious education. Higher attaining pupils do not do so well in science at Key Stage 1 as they do in other subjects. In all other subjects, these pupils make satisfactory and sometimes good progress throughout the school.

Inspectors are required to make judgements about attainment at the end of Year 2 and Year 6 in English, mathematics, science, information technology and religious education.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Good
Mathematics	Very good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Very good	Good	Good

(Children under five follow an early years curriculum and are not taught science, information technology and religious education as separate subjects.)

• The quality of teaching is a strength of the school and is a significant contributory factor to pupils' good progress. 21 per cent of lessons seen were very good or excellent, 62 per cent were good and the remaining 17 per cent of lessons were satisfactory. This marks an improvement in teaching quality since the last inspection.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

· **Other aspects of the school**

Aspect	Comment
Behaviour	Very good. Pupils behave very well and concentrate well in lessons.
Attendance Ethos*	Very good and above average. Very good. Based on excellent relationships between everyone in the school community. Pupils' attitudes to work are very good.
Leadership and management	Good. Very clear leadership by the headteacher. Curriculum development is managed effectively. Monitoring of teaching and attainment is sound. The school development plan sets out clear and appropriate priorities.
Curriculum	Good. An interesting and well-balanced curriculum which captures pupils' interest.
Pupils with special educational needs	Good provision. Pupils are well supported in classrooms and make good progress. The management of this area is satisfactory.
Spiritual, moral, social & cultural development	Very good overall.
Staffing, resources and accommodation	Good. An enthusiastic and hard working staff team. Attractive buildings and grounds. Satisfactory resources.
Value for money	The school provides good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

What most parents like about the school

- III. Their children are happy at school.
- IV. Standards are good.
- V. Children behave well.
- VI. The staff are very approachable.
- VII. Staff explain the curriculum clearly.
- VIII. The way in which the school welcomes them as co-educators.

What some parents are not happy about

- IX. Only three parents expressed any ly to do with homework and the school's

Inspectors' judgements support parents' positive views. The inspection found that the school's arrangements for homework help pupils to make good progress, especially in reading. It also found that the partnership between parents and the school is very good. Staff are always willing to listen to parents' concerns.

· **KEY ISSUES FOR ACTION**

In order to build further on the many strengths of the school the headteacher, staff and governors need to:

X. Use assessment data more systematically to:

- identify strengths and weaknesses in curriculum provision in Key Stage 1;
- improve the assessment of higher attaining pupils in science during Key Stage 1;
- set targets for individual pupils in all year groups.

(Reference paragraphs: 44, 51, 66, 67, 110 and 115)

XI. Improve the standards of handwriting through the school by:

- teaching handwriting skills to all year groups;
- implementing the handwriting policy;
- setting higher expectations for well-presented work.

(Reference paragraphs: 11, 100 and 114)

In addition to the key issues mentioned above, the following less important issues should be considered for inclusion in the action plan:

XII. Increase the length of the school day for pupils in Key Stage 2. (Paragraph 39)

XIII. Transfer targets set on pupils' annual reports to teachers' records, so that they can be used to plan future work. (Paragraph 61)

XIV. Involve pupils with special educational needs in reviewing their own progress and setting targets. (Paragraph 52)

XV. Ensure that pupils with special educational needs do not miss the same lesson each week when they are withdrawn for extra help. (Paragraph 42)

XVI. Link the success criteria in the school development plan more closely to raising standards. (Paragraph 63)

XVII. Install a fire alarm in the school house. (Paragraph 56)

XVIII. Improve the lavatory arrangements for pupils in Class 1. (Paragraph 75)

· **INTRODUCTION**

· **Characteristics of the school**

1 Hornton Primary School is in a small village about seven miles north west of Banbury. The main school building dates back to 1914 and the school house to Victorian times. Numbers have increased since the last inspection and there are now 61 boys and girls on roll. Otherwise the characteristics of the school are very similar to those noted in the previous inspection. Most of the pupils come from Hornton, Horley and Hanwell. Some travel from other villages nearby and others from the outskirts of Banbury. The pupils come from families that represent a broad social mix. All the pupils have their cultural roots in the British Isles and there are no pupils from a minority ethnic background. The number of pupils entitled to free school meals is below the national average. Children join Class 1 at the beginning of the term in which they are five. They work in a class with Year 1 pupils. At the time of the inspection four of these children were still four. The five reception year children began school with wide ranging skills and experiences. Baseline assessment has not been completed for this year's intake, but last year this assessment indicated that when children started school their skills and understanding were about average when compared with other children in Oxfordshire. The school has 11 per cent of its pupils on the school's register of special educational need, which is below average. No pupil has a statement of special educational need. In 1997, Hornton Primary School was included in Her Majesty's Chief Inspector's list of successful schools.

2 The aim of Hornton Primary School is to provide a learning environment in which all pupils are given an equal opportunity to achieve their full potential in such a way that all pupils:

- XIX. Take a personal pride in themselves, their achievements, their behaviour, their school, the local community and the environment in which they live,
- XX. Have a sense of responsibility for themselves and their behaviour achieved by developing a reasoned set of attitudes, and
- XXI. Gain the skills required to live as independent, self-motivated individuals within the community.

3 Particular targets for the coming year include the introduction of the numeracy strategy.

• **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	7	5	12

• **National Curriculum**

Test/Task Results

	Total	Reading	Writing	Mathematics
Number at NC Level 2 or above	10	8	11	
Percentage at NC Level 2 or above	School	83 (83)	66 (83)	92 (75)
	National	85 (80)	86 (81)	90 (84)

• **Teacher Assessments**

	Total	English	Mathematics	Science
Number at NC Level 2 or above	10	10	11	
Percentage at NC Level 2 or above	School	83 (83)	83 (100)	92 (100)
	National	82 (81)	86 (85)	87 (86)

.....
1

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	3	5	8

• National Curriculum Test Results

	Total	English	Mathematics	Science
Number at NC Level 4 or above	8	8	8	8
Percentage at NC Level 4 or above	School National	100 (60) 70 (65)	100 (50) 69 (59)	100 (60) 78 (69)

• Teacher Assessments

	Total	English	Mathematics	Science
Number at NC Level 4 or above	8	8	8	8
Percentage at NC Level 4 or above	School National	100 (60) 68 (65)	100 (70) 69 (65)	100 (80) 75 (72)

• Attendance

Percentage of half days (sessions) missed %

through absence for the latest complete reporting year:	Authorised	School	4.0
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

• Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

• Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	21
Satisfactory or better	100
Less than satisfactory	0

- **PART A: ASPECTS OF THE SCHOOL**

- **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

- **Attainment and progress**

4 Children begin school in the term in which they are five. Last year the school used the local education authority's baseline assessment procedures. Results indicate that children had wide ranging levels of understanding and knowledge, which were broadly average for children in Oxfordshire. The school's own assessments show that children's attainment on entry varies considerably from year to year. This term, for example, it is above average. Children make good progress in their personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. Most reach the desirable learning outcomes for five-year-olds before their fifth birthdays and are already starting work on the National Curriculum in English, mathematics and science.

5 These annual swings in attainment levels are evident from a scrutiny of the results of statutory tests and assessments over the last few years, as well as in the attainment of pupils presently in the school. This rather unusual pattern is largely the consequence of the composition of individual year groups, rather than differences in the quality of the teaching or curriculum from year to year. It is directly linked to the effect of very small groups on the interpretation of statistical data.

6 For example, in the 1999 national tests and assessments, seven-year-olds did not do so well as pupils in 1998. In 1999, pupils' attainment was below the national average in mathematics and science, average in reading and well below average in writing. When compared with schools similar to Hornton in the percentage of pupils entitled to free school meals, pupils' attainment was below average in reading, mathematics and science and well below average in writing. In reading, about a third of the pupils reached higher than average levels, but no pupils reached higher levels in writing, mathematics or science. It is a concern that year on year no pupils have attained higher levels in science and 1998 was the only year in which any pupils attained level 3 in writing. The school is successfully tackling the issue of writing by increasing the emphasis on extended writing.

7 Standards are higher again in the current Year 2. These pupils are above average in all areas of English and mathematics. There has been a significant increase this year in the number of pupils working at higher levels. This marks an improvement on the statutory tests and assessments undertaken around the time of the last inspection, when no pupil attained higher levels.

8 The same pattern of significant differences between the attainment levels of different year groups continues through Key Stage 2. The results of national tests for eleven-year-olds in 1999 were very high in mathematics and science and well above average in English. When compared with schools similar to Hornton in the percentage of pupils entitled to free school meals, pupils' attainment was very high in all three subjects.

9 The inspection found that older pupils' attainment is not so high this year. The current Year 6 pupils are broadly average in English, mathematics and science, with no pupil attaining higher levels. This marks a drop in attainment levels from the last inspection of the school, when standards were high, but is linked to the very different attainment levels within each year group.

10 Statistics drawn from the average of the last three years show that girls outperform boys at the end of Key Stage 2, and that girls do not do so well as boys at mathematics in Key Stage 1. However the small numbers involved together with the gender imbalances from year to year make these comparisons tenuous.

11 All pupils currently make good progress in most aspects of English. This is because they are well taught and the school has successfully adapted the literacy strategy to guide planning in mixed-age classes. Pupils also make good progress because they listen attentively to their teachers and each other; they receive good support from home; they study good quality literature. They are also taught to apply their spelling, grammar and vocabulary skills well to their independent writing in English and other areas of the curriculum. Pupils do not make satisfactory progress in developing handwriting skills and many do not form or join their letters correctly.

12 In mathematics, most pupils make good progress overall both in relation to their number skills and in other areas, such as using and applying mathematics. This is because they use their skills and knowledge to solve problems; they are well taught; they have a good grasp of number and they investigate problems confidently. The introduction of the numeracy strategy has had a positive impact on pupils' mental skills.

13 In science, most pupils make good progress throughout the school. Although at the end of Key Stage 1, higher attaining pupils do not do so well in science as they do in English and mathematics. One of the reasons that most pupils make good progress is the high priority given to experimental and investigative work.

14 In information technology, pupils' attainment at the end of both key stages is in line with the levels expected for their age in word processing. It is above levels expected for their age in controlling and modelling at the end of Key Stage 2. Pupils' progress through the school is good. The main reason for this is the extra adult support which is given to individuals and small groups.

15 In religious education, pupils make good progress throughout the school and, as a result, their knowledge and understanding more than meets the requirements of the local Agreed Syllabus at the end of both key stages. Pupils make good progress because they are encouraged to think for themselves.

16 Pupils in all classes make good progress in art, design and technology and physical education and at least satisfactory progress in geography, history and music, because of the interesting curriculum planned and the strong teaching.

17 Pupils on the school's register of special educational need make good progress, both when they are withdrawn for extra support and when they are working alongside their friends in class. This represents a similar picture to that identified by the last inspection. Most of these pupils receive extra support in reading and writing, because their attainment is a little below average. A small number of other pupils, who are not on the school's register, have also been identified by the school as needing extra help in developing literacy skills. These pupils are well supported in class and also make good progress.

Attitudes, behaviour and personal development

18 Pupils' very good attitudes to learning and their very good behaviour have been maintained well since the previous inspection. These make important contributions to the way they listen attentively, try their best and relate positively to their teachers.

19 Children in the reception year have already settled well into school. They are happy and confident in their work and play because the teacher provides very good support. Children behave very well and respond quickly to their teacher's requests. They clearly know the difference between right and wrong and try hard to follow their teacher's guidance about getting on well with their friends.

20 All pupils have very good attitudes to their work. On entry into the reception class they show good levels of concentration and motivation and this develops well throughout their time at the school. Pupils listen attentively during the introductions to lessons and apply themselves well to their individual or group activities. Pupils generally work at a good pace and are keen to complete their tasks.

21 Behaviour in lessons and assemblies is invariably very good. Pupils respond to teachers' requests quickly and willingly. They play well together at lunchtimes and playtimes. There is a very pleasant atmosphere both in lessons and at play. Pupils are polite to teachers, helpers and visitors. They are trusted to run errands and to work unsupervised, when required, responding well to this level of trust. There have been no exclusions for bad behaviour.

22 Pupils look after grounds, equipment and classroom resources very well. The staff treat the pupils with great consistency and manage them sensitively and calmly. There have been no exclusions of pupils from the school. There was no evidence during the inspection of bullying.

23 All staff show respect for pupils and are friendly and very pleasant when talking to them. Pupils respond very well to this approach and relate confidently to the staff. They also get on very well together in lessons and in the playground. In lessons they help others willingly and share equipment and resources very well. They wait patiently to take turns, for example to input information on computers. Pupils are tolerant of the views of others and they listen with interest in discussions. They show their appreciation of the achievements of others.

24 Pupils take increasing responsibility for their own learning. Teachers confidently set individual or group tasks which require them to show initiative. Older pupils look after the library, arrange chairs and tables for assemblies and lunches, look after the rabbits and guinea pigs, supervise the doors and corridors and manage the class lines at the ends of playtimes and lunchtimes. They hold open doors for others and are generally helpful to the staff during the day.

• **Attendance**

25 Pupils' attendance is very good and well above average. There are no unauthorised absences. Pupils are keen to come to school and generally arrive early so that registration and lessons begin promptly. Attendance and punctuality have been maintained very well since the previous inspection.

QUALITY OF EDUCATION PROVIDED

Teaching

26 The good quality of teaching overall is a strength of the school. Twenty one per cent of lessons seen were very good or excellent, 62 per cent were good and the remaining 17 per cent of lessons were satisfactory. This marks an improvement from the last inspection when 70 per cent of lessons were good or very good and the remaining 30 per cent were satisfactory.

27 The quality of teaching for children under five is very good. These children are taught in a very small group and benefit from the individual support that they are given. The key to the very good teaching in this class is the excellent quality of the teacher's conversations and discussions with the children. She interests and challenges the children so that they make great leaps in understanding and learn to explain their ideas in a coherent way. She plans and prepares lessons meticulously, which helps her to move the learning along at a brisk pace.

28 In both Key Stages 1 and 2, the quality of teaching ranges from excellent to satisfactory. It is predominantly good. Common strengths throughout the school include the excellent relationships between pupils and teachers. Consequently pupils respect their teachers and work hard at the activities set. Individual teachers have their own distinctive styles, but in all classes pupils respond well. All teachers set very high standards for good behaviour and hard work which ensures that pupils settle quickly to their work and progress well. All teachers manage whole class sessions well.

29 Teachers are clear in what they say to pupils and explain new work carefully. They all involve pupils in question and answer sessions at the beginning of lessons to develop new ideas and assess whether pupils have understood. All teachers take care to extend pupils' vocabulary in these class sessions and draw pupils' attention to new or interesting words. Consequently, pupils are interested in language and its structure, which is evident in much of their writing.

30 In the best lessons, the written planning sets down clearly what pupils are going to learn and includes appropriate activities for pupils of different abilities. This was evident in an older pupils' mathematics lesson, for example, when pupils from Years 4, 5 and 6 were working on different aspects of measuring. In one or two sessions, pupils spent a good proportion of the lesson listening to the teacher or watching a video, with less opportunity to engage in a written or practical activity. Occasionally these sedentary lessons occurred consecutively and pupils became a little tired as a result. The school had prepared a special timetable for the inspection. Staff are normally careful to plan a balance of sedentary and active tasks across each day.

31 Resources and equipment are generally well prepared before the beginning of each session and so little time is wasted in searching for books and pencils. Teachers encourage pupils to settle quickly to the activity part of the session and give them good support in individual and group tasks. Teachers also give pupils good verbal feedback on how they are doing, either individually or within the class plenary session. Written marking is consistent through out the school, although it does not always set down guidelines for improvement. Teachers use day-to-day assessment skillfully. Observation of pupils,

Careful questioning in lessons and marking of pupils' work provides valuable information about pupils' progress and attainment and is used well in subsequent planning.

· 32 The quality of teaching for pupils with special educational needs is good. Within class sessions teachers plan appropriate tasks for pupils and in literacy and numeracy particularly provide extra support. Pupils are withdrawn on a weekly or more frequent basis for individual help. At these times they work well with a learning support assistant, who plans work for them in association with the class teacher. Staff, especially at the lower end of Key Stage 2, are very encouraging and supportive, helping pupils to maintain high self-esteem.

33 Teachers have worked hard to introduce the literacy and numeracy strategies and in both English and mathematics, teaching is always at least good and sometimes better. Teachers base their literacy planning on the school's adapted framework, which lays down guidelines for work with more than one year group in a class. This challenge has been well met, especially in Class 3, where there are three year groups and two teachers.

34 The quality of teaching in most other subjects is also good overall. In some subjects, such as design and technology, history and geography, it was only possible to see one lesson during the inspection period and judgements about teaching are also based on pupils' work.

35 Teachers make good use of homework to complement what pupils learn in school. All pupils take their reading books home and, by the time that they reach Year 6, pupils are also expected to undertake English, mathematics and spelling tasks each week.

· **The curriculum and assessment**

36 The broad and balanced curriculum noted in the last inspection has been maintained and developed. The work planned is interesting and relevant and ensures a rich experience for pupils. Consequently pupils enjoy their work and make good progress.

37 The curriculum for children under five is based on the six areas of learning and planned within topics which interest the children and capture their imagination. This term, for example, they are working on the story of Goldilocks and the Three Bears. In all areas the school prepares children well for their future study of the National Curriculum.

38 The school also plans the curriculum for Key Stages 1 and 2 in relation to topics. It is broad and balanced and meets both the requirements of the National Curriculum and religious education. The school places a strong emphasis on literacy and numeracy. Aspects of drugs and sex education are taught to older pupils. All statutory requirements are met. Since the last inspection, staff have completed the review of policies and schemes of work. The school has made improvements in response to suggestions in the last report. Staff give a greater amount of time to using and applying mathematics, for example. These changes are having a positive impact on raising standards.

39 The allocation of time to different subjects is appropriate, with due emphasis being placed on the teaching of literacy and numeracy. However the amount of time that pupils in Key Stage 2 spend in lessons during the week falls below that recommended nationally.

The school is constrained, in part, by the school bus timetable, which prevents buses delivering pupils earlier, or picking them up later. Organisation for the buses lies beyond the school's remit.

40 The school has adapted the format of the national literacy strategy in order to plan work in English. This has been a particular challenge at Key Stage 2, where there are three year groups in one class. Pupils' good progress at both key stages shows that the implementation of the strategy has been effective. The introduction of the numeracy strategy has just begun, with appropriate concentration on mental mathematics.

41 The school ensures that pupils' skills, knowledge and understanding are built on year by year. It uses schemes of work produced by the Oxfordshire Quality Schools Association and the new Qualifications and Curriculum Authority to support planning in different subjects. The school has adopted the local education authority's Agreed Syllabus for religious education. Staff ensure that pupils in different age groups but within one class have equal access to the curriculum by following a two-year topic cycle. Work is then planned appropriately for each age group so that pupils are suitably challenged.

· 42 Pupils with special educational needs follow the same curriculum as their peers. When they are withdrawn for extra support they work appropriately on tasks related to their individual education plans. The class teacher in association with the special needs co-ordinator draws up these plans. Withdrawal sessions tend to be at the same time each week, which means that pupils miss the same activity on a regular basis. One pupil always misses singing practice, for example.

43 After school clubs make a positive contribution to developing pupils' interests and skills. The activities presently on offer are hockey, football and recorder playing. Older pupils have the opportunity to undertake a cycling proficiency course. Highlights such as the schools' Arts Week and Singing Day with other schools in the area, together with the opportunities offered by the pond in the school grounds and the school animals show clear evidence of a vibrant curriculum in action.

44 The overall procedures for assessing pupils' attainment are good in most subjects, and represent a significant improvement since the last inspection. Assessments are made for each pupil when they first enter school. The school has adopted the local authority's baseline assessment scheme. Regular assessments are made of pupils' progress in the early years and staff make good use of this information to modify the tasks provided so that individual pupils' needs can be successfully met. The school meets all the requirements for the administration of National Curriculum assessment and testing in the core subjects of English, mathematics and science at the end of both key stages. The results obtained are used satisfactorily to track individual pupils' progress for the most part, but staff have not looked at the statutory assessments in science at the end of Key Stage 1 to determine why pupils do not reach higher levels in this subject. Work on target setting is being developed and staff are currently discussing the setting of individual pupils' targets in literacy and numeracy based on their assessed needs, but these are not yet in place. The school is also beginning to use assessment data to analyse strengths and weaknesses in the way they plan and teach the curriculum.

Pupils' spiritual, moral, social and cultural development

45 The school makes very good provision overall for pupils' spiritual, moral and social development and good provision for their cultural development. This matches the very good quality of provision noted in the last inspection report. The school offers its pupils a welcoming, secure and caring environment, characterised by a sense of calm purpose, built on mutual respect and shared values. The majority of parents agree that the school is a friendly place and that there is a purposeful and positive atmosphere.

46 The school provides very good opportunities for pupils' spiritual development. Assemblies and religious education lessons help pupils to develop spiritual awareness. Assemblies cover relevant themes and interest pupils. Staff ensure that there is proper time for prayer and reflection in assemblies. There is a mixture of whole school and class assemblies, which help staff to match spiritual and moral concepts to pupils' levels of understanding. The school's acts of collective worship meet statutory requirements. Pupils are also given opportunities to develop spiritual understanding in religious education lessons. In English, science and art the school offers good opportunities for pupils to experience a sense of awe and wonder, when writing, looking after the guinea pigs and rabbit, and appreciating each other's drawings, paintings and models.

47 The school's approach to pupils' moral development is very effective and has a positive impact on their behaviour. There is a positive code of behaviour and pupils are reminded of this through direct teaching and by the use of well-designed notices in classrooms. Adults act as very good role models for pupils. The quality of the relationships between the staff and pupils is excellent. Staff are very positive and consistent in their approach to behaviour management and, as a result, all pupils know what is expected of them. Teachers provide many opportunities for pupils to consider moral issues such as those linked with friendship and relationships. In one assembly, for example, older pupils were very adept at suggesting the morals which came from a story told by the teacher. By far the most important factors influencing pupils' moral development are the overall positive ethos of the school and the value accorded to each individual within it.

48 Provision for pupils' social development is very good. The strong partnership between members of staff effectively promotes constructive and social working relationships amongst pupils. Pupils are expected to be polite and courteous, to listen to each other and to act with consideration at all times. They have many opportunities to work and play co-operatively. They are encouraged to take responsibility within the classroom and around the school. Monitors have opportunities to respond to the needs of their peers in a thoughtful way and they contribute effectively to the life of the school. Suitable opportunities are given to pupils to appreciate and contribute to the community in which they live, for example, taking part in inter-school competitions, arts weeks, song days and harvest festivals. Pupils are also offered opportunities to contribute to the wider community, for example in collecting bags of sugar, flour and rice at their harvest thanksgiving for distribution in Eastern Europe.

49 The school provides good opportunities for pupils' cultural development. Pupils gain an appreciation of British culture and a knowledge of traditions by visiting museums, farms, churches and castles. They also learn about their own culture through literature, religious education, art, music and history. They learn about different cultures and religious tradition

through work on Judaism, Chinese New Year, Divali and through experiences like the African Arts festival. Pupils benefit greatly through links with a Swedish school. There are fewer opportunities for pupils to appreciate the rich diversity of cultures within their own country. For example, no links have been developed with an urban school with representatives from a range of ethnic backgrounds. Pupils build up an understanding of other cultures as the school's geo-bears travel the world. The implementation of school's draft multi-cultural education policy will help pupils to deepen their understanding of other cultures.

Support, guidance and pupils' welfare

50 The school's very good provision for the support, guidance and welfare of pupils has been maintained and developed well since the previous inspection.

51 Teachers and support staff know pupils and their families very well. They give very good advice and support in relation to pupils' academic and personal development. They monitor progress throughout the year and contact parents if there are any concerns. This informal monitoring is supported well by sound assessment arrangements in English and mathematics. Science assessment is not used so effectively to track progress in Key Stage 1.

52 Staff have maintained a caring, effective approach for pupils with special educational needs since the last inspection. Staff know all pupils well and discuss the progress of these pupils informally on a regular basis. Pupils' progress is reviewed more formally by the class teacher and special needs co-ordinator termly and satisfactory records are kept of individual pupils' progress. There is no summative record kept to chart pupils' progress from year to year and so staff cannot track progress at a glance. Pupils are not involved in the reviews of their progress and are not always aware of the specific targets set for them. This limits their effectiveness.

53 There are very clear expectations of good behaviour and these are outlined to both pupils and parents in the prospectus and induction documents. All of the teaching and support staff are very consistent in their positive approach to discipline and pupil management. Staff are very alert at lunchtimes and playtimes. This helps to minimise the likelihood of any conflicts. In the prospectus there is a clear statement about the unacceptability of bullying and the school's intention to deal with any incidents promptly.

54 Attendance levels are very good. The school has tightened up on procedures for recording the reasons for absences and issued clear guidelines to teachers on marking registers. The registers are marked properly each day and teachers ensure that parents confirm the reasons for any absences.

55 The school follows the local authority's child protection procedures and the responsible person has received training. The other members of staff have discussed the requirements of the policy and are clear on the procedures. There is great sensitivity about the need for confidentiality and the potential difficulties in a small village community. There is very good liaison with outside agencies.

56 The school cares well for pupils' physical well being. It has adopted the policy on

drugs abuse that has been developed by the Warriner Partnership of Schools. The staff handbook includes brief, clear instructions on aspects of emergencies, accidents, security and health and safety, with a more detailed appendix on fire exits and emergency evacuation. This is supported by policies on health and safety, asthma, and managing emergencies. One member of the teaching staff and a lunchtime supervisor are trained in first-aid so that there is always at least one of them available during the school day to attend to children who have had accidents. The details are recorded properly. Parents are informed of any head injuries and given advice on possible side effects. The governors are concerned that there is no fire alarm in the school house building which includes the new classroom. A hand-bell is used in this block during fire drills. This ensures safe evacuation of the building.

· **Partnership with parents and the community**

57 The strong partnership with parents identified in the last inspection report has been maintained and developed and is now very good.

58 Parents are very involved in their children's learning and support them well at home and at school. Reading diaries, for example, show that many parents share books with children on a regular basis. They form a good means of communication between home and school. Many parents come into school to help. A group of about twenty volunteers, not all parents, help on a weekly basis with activities such as art, cooking, information control technology, games and reading. This helps to improve the already good adult pupil ratio. Parents support curriculum evenings organised by the school. The responses to the questionnaire sent out before the inspection indicate that the school gives parents a clear understanding of what their children are taught at Hornton.

59 Parents also contribute substantial amounts of money through fundraising activities. These are organised by the Hornton School Association, which also arranges social events. Most parents are very supportive of all that the school does for their children, some choosing to send their children to Hornton rather than their own local school. One or two questionnaire responses expressed concern about the ways in which the school encourages parents to be involved and about the way in which the school deals with complaints. These concerns were not substantiated by the inspection.

60 The school makes every effort to organise activities in all villages in the catchment area. Church services, for example, are sometimes held in Horley and local study work rotates around the three villages. The information sent to parents in newsletters and letters is clear and friendly and again care is taken to include information about the school in the newsletters of Hanwell as well as Hornton.

61 There are three formal opportunities for parents to consult with teachers about their children's progress during the year, but teachers are always happy to see parents at other times. The school has recently adopted a computer-generated annual report for individual pupils in line with other schools in the Partnership. Parents are very happy with the information that it provides. The reports are clear, with useful targets for improvement for the coming year. These are not currently transferred from the reports to teachers' class records, which limits their effectiveness. Parents of pupils with special educational needs are informed of their child's progress reviews and are given opportunities to discuss these, either with the special needs co-ordinator or at parent consultation evenings. No written record is kept of these meetings. Parents of pupils with special educational needs are not involved in supporting their children on specific homework tasks. Opportunities are thus lost to help these pupils progress even more quickly.

62 The school has very good links with the local community and is at the heart of village life. The local rector is a member of the governing body. He and the Methodist minister visit the school. Both the church and the chapel are used for occasional services. The local playgroup uses part of the school for two and a half days a week. This helps children to make a smooth transition into the reception class. The school is a member of the local partnership of primary schools, which feed into the comprehensive school in Bloxham. This is a very strong group of schools, which organises activities for pupils so that they have an opportunity to meet their peers from other schools. Consequently pupils are well prepared for transfer to secondary school. The partnership also organises meetings and courses for staff in relation to school development and provides a forum for teachers from small schools to meet together to discuss common challenges. The school has developed links with the police, identified as an area for development in the last report, and recently pupils from Years 5 and 6 attended a day run by the Thames Valley Police on citizenship. The Fire Service has also been involved in teaching pupils about safety in the home.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

63 Overall the leadership and management of the school is good. The strong leadership outlined in the last inspection has been maintained. The headteacher, staff and governors have worked hard and successfully to address the key issues from the previous report. These included 'consolidating the very good work done in the school by the teachers, support staff and adults from the local community'. The aims of the school have been re-written to provide a clearer statement, which is more easily understood by parents and governors. The school development plan has also been successfully simplified and now provides a clear agenda for future development. It clearly sets out developments in different areas, taking into account finance, time and personnel. The plan also pays due attention to the evaluation of particular initiatives. Generally the criteria used to measure success are based on the completion of the task rather than the effect of its implementation. They are not sufficiently linked to the raising of standards and are therefore not as effective as they could be.

64 The school has moved forward in other ways, most notably in the improvement in the quality of the already good teaching through staff training and curriculum development. The other significant development since the last inspection has been the establishment of an additional class in a new building. This has been a courageous step by the headteacher, staff and governors, as the investment in an additional teacher has meant a temporary cutback in other spending until pupil numbers build up further. The benefits already have been smaller class sizes and smaller age spans within the classes.

65 The headteacher sets a clear educational direction for the school. She is very committed to the ideals of a village school, where small classes and a family atmosphere support a good quality of teaching and learning. The staff team work very well together. Although staff are nominated as co-ordinators for some subjects, in practice they share responsibility for the whole curriculum. This works well. Staff discuss policy reviews, for example, in staff meetings, with the headteacher taking responsibility for organising any necessary re-drafting. Curriculum development is also undertaken together, with all teaching staff, for example, undertaking numeracy training earlier this year.

66 Monitoring of teaching is undertaken informally. Staff are currently discussing and planning for a very interesting programme in which they will work in pairs to focus on a particular aspect of their teaching. In the present situation, where the quality of the teaching is so strong, this seems a very sensible approach, in order to develop teachers' skills even further. Monitoring of attainment is not quite so well developed. The school is beginning to track the progress of year groups through the school and is clear about the progress of individuals. Staff are not yet looking at attainment statistics to identify trends. They had not identified, for example, that year on year no pupils attain higher levels in science at the end of Key Stage 1, although the same pupils did well in other subjects. Consequently staff had not considered whether this apparent under-achievement in science was related to assessment, teaching or the curriculum.

67 There is an understandable distrust of the reliability of statistical information in the context of very small year groups. The recent issue to the school of several pages of analysis to do with the baseline assessment of one Hornton child in relation to the rest of the intake of Oxfordshire did nothing to allay these concerns. However the school is not yet drawing sufficiently from the statistics available and its own analysis to set curriculum targets for the future.

68 The overall management of special educational needs is satisfactory. The special educational needs co-ordinator visits the school one afternoon a fortnight and although she is able to undertake most of her responsibilities during this time, she is not able to take responsibility for day-to-day management. The headteacher takes on this role in addition to her many other tasks. The special needs co-ordinator supports staff well and provides useful advice and support. Her timetabling arrangements mean that she is not in school at the same time as the special needs support assistant and so liaison about pupils' progress has to be specially arranged. The policy is very good and underpins the work in the school, although the governors' annual report to parents does not contain all the necessary information about special educational needs.

69 The school's equal opportunities policy underpins work in the school and all pupils are valued for their own particular contribution to school life.

70 Governors share the headteacher's and staff's vision for the school. The chair of governors and the headteacher have a very good working relationship. Governors undertake their duties very conscientiously and bring a range of talents and expertise to bear. They work closely with the headteacher, school staff and parents in order to improve provision for pupils. They fulfil their responsibilities through attendance at meetings of the full governing body and membership of smaller committees. This supports the work of the school very effectively and enables governors to use their skills to best advantage. A local builder, for example, undertakes regular health and safety checks with the headteacher. Many governors visit the school regularly during the working day. The chair of the curriculum committee, for example, supports work in information control technology with older pupils. All statutory policies are in place.

Staffing, accommodation and learning resources

71 The good staffing provision has been developed since the last inspection. For a small school there is a good balance of recently qualified teachers and more experienced members of staff. Their qualifications and experience enable them to meet the requirements of the under-fives, the National Curriculum and the needs of pupils, including those with special educational needs. Newly qualified staff are well supported and induction arrangements for them are very good. The special educational needs co-ordinator is very experienced and visits the school once a fortnight. A special needs learning support assistant works with pupils for a short time each week. She is a qualified teacher and offers good support.

72 Teachers work with well-qualified support staff who are appropriately deployed. Teachers and learning support assistants plan together to ensure that time spent in classrooms is efficiently used to support pupils. The administrative, caretaking and cleaning staff all make a very good contribution to the quality of education. They contribute well to the positive and friendly atmosphere. The pupils benefit from the very good support of parents and friends who come and work on a voluntary basis.

73 Arrangements for the appraisal of staff meet statutory requirements. The latest teacher appraisals have now been initiated. Members of staff attend a variety of courses and meetings often organised by the Warriner Partnership of Schools. There are appropriate procedures in place for the staff to pass on knowledge gained on courses to others in the school. Recent training has, rightly, focused on the national strategies for literacy and numeracy and these are now being developed within the school.

74 The school buildings and grounds provide good accommodation for the effective teaching of all aspects of the curriculum. The buildings are well maintained and generally in good order. All classrooms are of a good size for the number of pupils using them. Classrooms are bright and cheerful and the quality of displays in and around the school is of a good standard. Teachers take some time and much trouble to compose displays and to assemble artefacts, which enhance the current topics pupils are studying.

75 The accommodation has been improved and extended since the last inspection. The new classroom, which has recently been built as an extension to the school house, has been a great asset and relieved congestion in the main school building. It is a fairly small room and while it is ideal for the present class, it would be cramped with more than about eighteen children. It has been fitted with an adult height sink, which makes it difficult for young children to use it for art and other practical work. The lack of a classroom store means that equipment and resources are stored in cupboards in the classroom, which makes some parts of the room congested. When the playgroup is in session, in the hall within the school house, the young pupils in the new classroom have to go across to the main building to use the lavatory. This is not an ideal situation.

76 The school library has been developed and is a very attractive and well-stocked area within the old school house. It is quite a small room and not large enough for whole class sessions. Pupils in Classes 2 and 3 do not use it currently for individual or group work and in practice it is used by staff as a book resource base. For half of the week the library is not available because the playgroup uses the room. Older pupils also have the opportunity to use the mobile library once a fortnight. Under 'fair funding' the school now has some money available to begin redecoration in the main school building.

77 The grounds are attractive and a useful resource for the school. They include a playground, marked out with various games, which are appreciated by the pupils. There is a shed and covered area at one end, where animals are kept. There is a grassed area containing a pond and trees, which is used well in the better weather. The school lacks a playing field on site and pupils are taken to the nearby village playing field for some games and use the pavilion on that field for some physical education lessons. There is no place of sufficient size for the storage of any large equipment for physical education. Pupils from the age of seven go to the local swimming pool for lessons.

78 Learning resources are satisfactory and well used. There is adequate equipment for children under five and the playgroup sometimes lends larger pieces of equipment. In some classrooms uncompleted tasks and equipment are stored on open shelves and make the room appear cluttered. There is good provision of computers.

The efficiency of the school

79 The very efficient management of the school has been maintained and improved since the last inspection. The overall quality of financial planning is very good. The staff and governors review the rolling three-year development plan annually and use this review to help prepare the budget each year. The financial planning reflects the school's educational priorities very well. Careful management has enabled a well-planned expansion to accommodate the increasing number of pupils who wish to join the school. The teaching staff and governors are actively involved in the planning. The school is well resourced and receives substantial support from the parents to purchase additional facilities. For example, the School Association is purchasing a new multi-media computer this year.

80 The governors review all of the service contracts annually and seek better alternatives if they feel there are likely to be advantages in changing them. They have chosen wisely under the fair funding arrangements to buy back some of the services from the local authority. The premises are reviewed monthly and the school is developing a rolling programme for maintenance and refurbishment.

81 The school benefits from its participation in the Warriner Partnership of Schools, which organises cost-effective staff development programmes. The teachers share subject co-ordination very effectively. This has a positive impact on pupils' progress.

82 The overall efficiency of financial control and school administration is very good. The computerised accounts and the supporting documents are in very good order. The governors and staff are given regular reports of expenditure and the finance committee meets regularly to monitor the budget.

83 The report of the most recent financial audit earlier this year concluded that the financial systems and records are in good order. There is a clear timetable to implement the relatively minor additions to the financial procedures recommended in the report. The school fund records are in good order and the accounts are audited each year. The general administrative procedures are very good and the school runs very smoothly.

84 The overall deployment of staff, learning resources and accommodation is very good. The use of the old school house for the playgroup has been effective in helping children to settle well into school. The school currently makes sensible arrangements for the use of the library and for lavatory provision for Class 1 when the playgroup is in operation. These are not ideal. The school makes very efficient use of its income for staff development. It receives no additional income for pupils with special educational needs and makes an appropriate allocation for this work from the school's own budget.

85 Taking into account pupils' backgrounds, the good progress that they all make, the high standards that some achieve, their very good behaviour, the good quality of education provided by the school and the below average unit cost for the size of the school, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

86 There are five children in the reception year. These children joined Class 1 in September, which was the beginning of the term in which they are five. More children will be joining the school in January and May, bringing the total number in this year group to 14. At the time of the inspection four children were still four. The reception pupils are taught in a class with pupils from Year 1. Most children have had some experience of pre-school education in a nursery or playgroup. The teacher's initial assessments indicate that when they began school, the knowledge, understanding and skills of most children, were above average. This varies from year to year. The county's baseline assessment indicated that last year, for example, children's attainment on entry to school was wide-ranging, but broadly average. Children make good progress in their personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. Most children have reached the desirable learning outcomes in all areas of learning well before their fifth birthday and are working towards the first levels of the National Curriculum. The last inspection did not report on the attainment of children under five.

Personal and social development

87 Children have settled well into school and are confident members of the class. Children, especially those who attended the playgroup adjoining Class 1, have opportunities to visit school before they start and so they find their new environment familiar. All have built up excellent relationships with the staff and other children. Within their reception year group, children under five work with the teacher, classroom assistant and parent helpers. They make the transfer from one adult to another very well and benefit from this arrangement. All are very well behaved and all know the difference between right and wrong. Children are taught to consider others' needs and feelings. In one excellent session, for example, all the children made suggestions about kind actions that they could show to their friends. Playing with people and asking them to a party were firm favourites. The teacher helps children to adapt to school routines like sitting on the carpet to listen to instructions by her calm and encouraging manner. Children make good progress in this area because they are given responsibilities, to which they respond well. They are expected to tidy up, for example, and manage this sensibly.

Language and literacy

88 Children make good progress in the area of language and literacy because of the very good and sometimes excellent teaching in this area. There is a very sensible emphasis on the development of children's spoken language, which is underpinned by the teacher's challenging discussions with the children. She speaks to them as equals, uses demanding vocabulary and expects them to listen carefully and contribute confidently. The children respond well to this approach and make good progress in speaking clearly, using extended sentences. In one session, for example, children brought in objects from home to show to their friends at school and talked about these clearly. Children enjoy books and share them with adults, both at school and at home. In one reading session, for example, a Year 1 pupil read a story to her reception friend, with great enjoyment on both sides. Children are familiar with the way in which books work and, for example, joined in the class session on the story of *'Goldilocks and the Three Bears'* following the text in the 'Big Book' and reading some of the words. They reinforce their understanding of initial sounds by colouring in worksheets. Children understand that they can also communicate in writing. They sometimes copy the teacher's writing and some are beginning to write independently. They develop their handwriting skills by copying patterns carefully.

Mathematics

89 Very good teaching helps children make good progress in the development of mathematical understanding. Planning for work in this area is based on the numeracy framework and the areas of learning for children under five. There is a good emphasis on developing numeracy skills and consequently children enjoy working with number. They count to twenty and use a number line to find out the number that is one more than the number that they started with. They match numbers to objects and record this on worksheets. They understand and develop language to do with size and comparison through interesting activities, such as comparing the food and furniture used by daddy, mummy and baby bear.

Knowledge and understanding of the world

90 Children make good progress in developing their knowledge and understanding of the world. They are beginning to understand that time passes and they are clear about the sequence of the school day. They are learning about their own bodies and are clear about the developmental changes that have happened to them since they were babies. During the inspection they discussed their hands and what they were used for. They made good progress in appreciating the importance of hands in a wide range of activities in their daily lives. Children also use the computer and although none were observed during the inspection, their work shows that they used a paint programme to make self-portraits and print their names in capital letters.

Physical development

91 Children make good progress in their physical development. They move confidently within the classroom and school, with due regard for other children. In one class session, the reception year group worked with pupils from Year 1 to devise a sequence of bear-like movement to a piece of music. They used the space well and co-ordinated their movements successfully with the music. There is no designated outside area for the children under five, and children mix well with their older friends on the playground and grass at playtimes and lunch times. They join in playtime games and run and jump safely and confidently. Children make good progress in the development of fine motor skills. Most children have good pencil control and their drawings and colourings are neatly executed.

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- **Creative development**

92 Children make good progress in their creative development as a consequence of good teaching. They explore the use of paint and their work shows that they have experimented with adding two colours to make a different one. They also use paint well to make self-portraits. The value given to creative work is demonstrated by the 'art workshop' in the art area, where models are displayed. In music, children join together to sing and explore pattern and rhythm. They clap their name patterns, for example, and those of animals, showing great enjoyment and involvement. The home corner provides a focus for role-play, but no children were observed there during the inspection. Children are also given opportunities to use the sand and water trays in order to experiment with texture and fluids.

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- **ENGLISH, MATHEMATICS AND SCIENCE**

- **English**

93 The results of statutory tests and assessments at the end of both key stages show swings in attainment levels from year to year. This is the result of relatively small year groups, whose levels of attainment vary year by year. This means that analysis of assessment data is less useful for staff and governors at Hornton than it is in many schools. Nonetheless, there are some trends that emerge. The most notable is the absence of any seven-year-olds attaining higher levels in writing in three out of the four years between 1996 and 1999. This suggests a lack of challenge for higher attaining pupils in the past. The inspection found that these pupils are sufficiently challenged this year.

94 In the 1999 statutory tests and assessments of seven year olds, pupils attained standards which were broadly average in reading, with four fifths attaining expected levels and a third of the class doing better. Fewer than average reached expected levels in writing and none of these pupils reached higher levels. When compared to schools similar to Hornton in terms of socio-economic background pupils were below average. Tests at the end of Key Stage 1 show that standards have been maintained in reading, but have fallen in writing since the time of the last inspection.

95 The results of the 1999 national tests for eleven-year-olds were well above average and standards were higher than those in schools similar to Hornton. This marks a rise in standards in statutory tests at the end of Key Stage 2 since the time of the last inspection.

96 The inspection found that standards are higher this year towards the end of Key Stage 1 and lower at the end of Key Stage 2. They are above average in Year 2 and broadly average in Year 6. Progress is currently good throughout the school in all areas of English because of the consistently high quality of teaching. Pupils with special educational needs make good progress towards the targets on their individual education plans, although not all pupils identified as having difficulties in English are on the special educational needs register.

97 This year staff have adapted the national literacy strategy in order to tackle the challenge of teaching more than one year group in a class. They have developed a sound planning framework, which also incorporates features that they know work well. Outside the literacy hour, time is also spent on reading activities and listening to stories. The school is aware of the importance of monitoring the effect of their revised planning on pupils' attainment and progress. Literacy skills are also developed well in other subjects, such as science, history and geography.

98 All pupils make good progress in speaking and listening. Staff place a very sensible emphasis on developing spoken language as a precursor to good writing. In all classes pupils are very attentive and listen well to their teachers and each other. In class discussions, most pupils contribute thoughtfully. They speak confidently and clearly, sometimes using complex and sophisticated sentence structures. Older pupils, especially, are given opportunities to read out their work to the whole class. They do so with a good use of inflection and expression. Pupils also speak together sensibly about their work in pairs or small groups and negotiate well. This was particularly evident in a design and technology session, when pupils in Years 5 and 6 made weather measuring apparatus. Drama is successfully incorporated into planning and in one session reception and Year 1 pupils acted out 'Goldilocks and the Three Bears', adapting their language well to suit their particular part. In another session, pupils in Years 2 and 3 acted out a story of an accident in the home, in preparation for a written playscript. The annual school production also gives pupils the opportunity to speak to a large audience.

99 Most pupils have made good progress in reading since they started school. Younger pupils progress through structured schemes with plenty of opportunity to read good quality picture books alongside this. Pupils develop a love of story, which is fostered by teachers' emphasis on sharing stories with pupils at the end of the day and by the choice of good quality texts for the literacy hour work. Young pupils are taught skills to help them to read. They explain that they tackle difficult words by breaking them up, sounding them out and looking at the context of the word in the rest of the sentence. Pupils develop good study skills and quickly learn the difference between fiction and non-fiction texts. Pupils from Year 2 onwards are familiar with the use of the contents and index pages in books and find information very quickly. This good progress is fostered by the good selection of books available to pupils in classrooms and the library. However, the library is only available for the school to use during the half of the week when the playgroup is not open. Books are well organised, but there are currently few displays of books to grasp pupils' interest or to encourage them to try new authors. Pupils have their firm favourites in terms of both author and genre and some older pupils particularly are reading extensively, but not widely. The school uses the mobile library well to extend the number of books available to older pupils. Progress is also encouraged by the good deployment of volunteer parents and helpers to share books with individuals in school time; also, most parents conscientiously help their children with reading at home. The home-school diaries support a good dialogue between parents and teachers.

100 Pupils make satisfactory progress overall in writing in Key Stage 1 and good progress in Key Stage 2. There is a good emphasis on writing for a real purpose in all classes and writing activities set for all pupils are relevant and interesting. All teachers take care to help pupils develop a wide vocabulary and think carefully about the use of words. Consequently pupils produce some very lively and imaginative work. This was recognised recently when some pupils' poems were published in a millennium anthology. In Year 2, this year, pupils' writing is more extended than previously. There is now a higher expectation that pupils will write accurately and at length and so standards are rising. In one session with older pupils, who were working on collective nouns, some very good pieces were written. Pupils made up their own collective nouns, showing a good understanding of the power of language. These included 'a shimmer of snails', 'a shock of eels' and 'an orchestra of whales'. Satisfactory attention is also paid to the development of spelling and punctuation skills and in some sessions pupils focus on this area of work. Handwriting is not taught so systematically and consequently some pupils do not form or join their letters correctly. There is some variation in style with some pupils adding loops to letters and others not. Work in final draft is not always very neatly presented.

101 Most pupils enjoy English and work very hard in lessons. They listen well to their teacher and are eager to contribute to class discussions. They work well together when asked to do so. Pupils in Years 2 and 3, for example, worked very well together to produce a playscript. Most are enthusiastic about reading and enjoy books at home and at school.

102 The quality of the teaching is consistently good and one excellent lesson was also seen. Teachers have worked hard to prepare for the literacy strategy and have undertaken this new challenge successfully. Teachers' planning is generally good, although sometimes the particular targets for pupils with special educational needs are not sufficiently identified. In most lessons very good questioning which helps pupils to understand and consolidate new ideas enables them to move forward quickly. Excellent relationships between staff and pupils also help teachers to focus on the objectives for the

lesson and little time is wasted in behaviour management. Teachers set high expectations for pupils in terms of the quality of the language they use, both orally and in written form, but they do not always set such high standards for presentation.

· **Mathematics**

103 In the 1998 tests for seven-year-olds, pupils' attainment was broadly average in relation to the national picture, but below average when compared to similar schools. In 1999 tests show that there has been an improvement in the percentage of pupils achieving expected levels but a reduction in the numbers doing better. The results over time indicate that pupils' attainment is broadly average, but the small cohorts do show a significant variation in test results. The inspection found, for example, that the attainment of the current Year 2 is above average. This is a similar picture to that found at the last inspection.

104 National test results at the end of Key Stage 2 in 1998 show that standards were below average, and well below average when compared to schools where pupils come from similar backgrounds. The 1999 test results show a remarkable improvement, with all pupils achieving expected levels or higher. The inspection found that attainment levels at the end of Key Stage 2 are currently average. This is a drop in standards from the last inspection of the school, but due to the particular composition of this particular year group.

105 The majority of pupils, including those with special educational needs, make good progress in both key stages. They are developing numeracy skills well. The youngest pupils in the reception and Year 1 class recognise numbers to 10 or above and older pupils in the class count accurately to 30. In the Year 2 and 3 class pupils count up and back in ones, fives and tens from nought to one hundred. By the end of Key Stage 1, the majority of pupils use and apply mathematics to solve problems. In one class pupils accurately calculate the missing number in an equation. They are developing an appropriate mathematical vocabulary such as 'one more than' and 'one less than'. They are also developing confidence in mental calculation. They read and write numbers to at least 100. They add and subtract well and have a good initial grasp of multiplication and sharing. They order numbers up to one hundred and have a clear understanding of place value. They count in twos, fives and tens. Pupils know the difference between odd and even numbers. In the Year 4, 5 and 6 class, pupils are confident in using numbers to one thousand and over and have learned how to apply the four rules of number. By the end of Key Stage 2, most pupils are developing strategies to solve problems. Year 6 pupils play the decimal triangle game and find numbers to one decimal place which, when added to another number, will make a total ending in a ten. In solving problems pupils are also developing their mental mathematics. Through investigations they search for patterns in numbers, as seen with one group of pupils using spreadsheets on the computer and recording the effect of changing numbers at the base of a pyramid of numbers on the numbers above. The majority of pupils show an understanding of place value in numbers up to a thousand and beyond. They apply the four rules of number to thousands, hundreds, tens and units with accuracy. Pupils have some knowledge of fractions, decimals and simple percentages. They collect, record and interpret data on block graphs.

106 Pupils make good progress in the area of shape, space and measure. In Year 2, pupils have a sound knowledge of basic two- and three-dimensional geometric shapes. Pupils measure using standard measurements such as centimetres, metres, kilograms and

litres. Young pupils make good progress in measuring with non-standard units and Year 6 pupils convert standard measures, for example 4.5m to 450 cm and 4 tonnes to 4,000 kg. Older pupils measure the area and perimeters of shapes using the correct units of measurement. They understand that the angles of a triangle add up to 180 degrees

107 There are good opportunities throughout the school for pupils to apply their mathematical skills, knowledge and understanding to other subjects. In science pupils investigating light passing through materials recognise the importance of having a set distance between the light source and the different materials used to make it a fair test. Pupils use their knowledge of numbers as they begin to use spreadsheets on computers. In history, pupils learn of the past by placing pictures and drawings of items of transport on a time line. In music, pupils practice rhythms and are able to do this by counting the number of beats in a bar. Teachers provide an extensive range of opportunities for using and applying mathematics, particularly through experimental and investigative science.

108 Overall, pupils' attitudes are good. The majority show good application when at work and in class discussions they listen attentively and respond to questions with enthusiasm. They co-operate well on joint tasks and work comfortably on their own when required. When making calculations on paper their presentation is not as neat as it could be. Pupils have positive, supportive relationships with each other and their teachers and display a high standard of behaviour.

109 The quality of teaching is good overall, with some very good teaching also seen. This positive picture has been maintained since the last inspection. The effective teaching is characterised by good, detailed planning, which accounts for all age groups and levels of attainment. Throughout these lessons, the teachers provide clear explanations and set high expectations of effort and behaviour. Teachers are effective in reinforcing previous learning and structuring their lessons to take pupils' learning forward. Resources are well organised and lessons move at a good pace. Lessons begin with mental mathematics before moving on to tasks matched to pupils' different abilities and usually end with an effective plenary session, when teachers assess pupils' progress during the lesson and reinforce teaching points. Day-to-day assessment, by teachers, through questioning and working with groups and individuals, is good. Support staff are well deployed in lessons and they contribute positively to the good progress made by all pupils. There is a policy and scheme of work, which takes account of the new numeracy framework. Medium-term planning is detailed and lesson plans provide the teacher with a clear structure. There is a greater emphasis placed on the mental session with a range of activities being provided to develop and extend mathematical thinking. In addition to end of key stage tests and tasks, teachers assess pupils' attainment by testing them regularly on their work.

· **Science**

· 110 Statutory assessments at the end of Key Stage 1 show that almost all pupils attained the expected levels in science over the past four years, but no children have attained higher levels. This means that the percentage of pupils attaining expected levels is well above average, but that higher attaining pupils have not apparently done so well in science as in other subjects. The last inspection found that pupils were attaining at higher levels, but this was not substantiated by the statutory assessments. Currently, the number of pupils attaining the expected level is again above average, but the inspection finds that higher attaining pupils are not always accurately assessed.

111 Statutory tests in 1998 show that attainment at the end of Key Stage 2 was below average and well below average in comparison with similar schools. Over time, results at the end of Key Stage 2 show a slight decline until 1998. This decline has been reversed in 1999, with results showing all Year 6 pupils achieving the expected levels or higher for science. The inspection found that standards at the end of Key Stage 2 are broadly average, but not as high as they were at the time of the previous inspection. Most pupils currently make good progress in both key stages in all aspects of science.

112 Pupils develop their knowledge and understanding well in Key Stage 1. In their study of living things, for example, they understand the different parts of a plant and record their findings. They plant bulbs and record their growth. They also study the parts of the human body and recognise that a human being needs a healthy diet to grow well. Pupils discover the properties of materials through experimental work. One group of pupils, for example, found out how materials can change. They dropped play dough from a height and saw how it had been flattened. They also recognised that this material can be changed back to its original shape. When looking at physical processes, pupils experiment with batteries, wire and bulbs to make a circuit.

113 By the end of Key Stage 2, pupils understand the nature of fair testing. In one session, Year 6 pupils, for example, worked on an experiment to see if light could pass through a variety of materials. They explained that the distance from the source of light to the material and from the material to the paper on which a shadow could fall, had to be constant for the experiment to be considered fair. In discussion they summarised their understanding of terms such as 'translucent', 'transparent' and 'opaque'. Pupils investigate the effect that different types of soil have on plant growth and devise their own fair test before beginning the experiment. They understand food chains as they consider algae growth in fresh water. They understand how water insects eat this, which in turn are eaten by fish such as salmon and finally the otter eats the salmon. When considering changes to materials, pupils know how to separate mixtures such as sand and water by filtration. They also understand the water cycle and how water can change to become solid, liquid or gas. Pupils carry out experiments as they consider forces. They measure the length rubber bands stretch as a variety of objects are hung from them.

114 The majority of pupils are enthusiastic about science. They listen, observe and concentrate on the tasks set. Some of their recording in pictures and in writing is not presented neatly. Pupils discuss their work sensibly in groups or in pairs and share apparatus willingly. They are generally confident in explaining to adults what they are doing.

115 The quality of teaching ranged from very good to satisfactory in Key Stage 1 and is good overall at this key stage. It is also good in Key Stage 2. The best teaching is characterised by good subject knowledge and detailed planning. Teachers ask probing questions, encouraging pupils to think carefully about their responses. A key element to the good science teaching is the high priority given to experimental and investigative work. This is successful in encouraging pupils to use their natural curiosity and thirst for knowledge so that they are fully involved in their work. In Key Stage 1, higher attaining pupils are not always identified and sometimes do not receive sufficient challenge.

OTHER SUBJECTS OR COURSES

Information technology

116 Pupils' attainment is broadly in line with levels expected for their age at the end of both key stages. It is above average in controlling and modelling at the end of Key Stage 2. This is a similar picture to that found in the last inspection. Pupils make good progress in both key stages.

117 Pupils make good progress because there is a satisfactory ratio of pupils to computers, which means that they undertake work on computers regularly. In Year 1, pupils continue to practise and consolidate their mouse and keyboard skills. They use a variety of programs to help them. They use a painting program, for example, to develop their 'brush and fill' skills and their 'draw' skills. One child used this program to experiment and his work shows excellent mouse control. Pupils also learn early word processing skills; they type and print their names and age. These skills are developed further in Year 2 where pupils also use a painting program to draw detailed and accurate pictures. They know how to save their work, retrieve it and print it. In Key Stage 2, pupils use computers increasingly in word-processing. Pupils are also making good progress in communicating and handling information. In Year 3, for example, pupils use a computer program to generate pie and block graphs from information entered about their personal details. In Year 5, pupils are beginning work on spreadsheets in relation to work on number pyramids. In one session pupils were happy to experiment in order to improve their performance. Some older pupils have learnt to use the Internet to communicate information.

118 Pupils also make good progress in control technology. This is developed in the reception year and Year 1 when pupils work with a programmable moving toy in order to learn how to input direction. By the time they reach Year 6 pupils set up sophisticated programs on the computer which control moving models. During the inspection, for example, Year 6 pupils used computer programs, which they had previously loaded, to make their James Bond and Bart Simpson models speak and flash their eyes.

119 Pupils are enthusiastic about work in information and control technology and concentrate very well on their work. For some pupils the good progress that they make is fostered by work that they undertake on their own computers at home.

120 Very little teaching was seen during the inspection, but the work undertaken by pupils and the progress that they make indicates that it is good. Most work is planned in association with other subjects, and pairs of pupils work on computers while their friends work on other tasks. Planning is based on the Qualifications and Curriculum Authority Scheme. There is some class and group work. This was the case in the Class 1 session

with the moving toy. The small group of Year 6 pupils also work together on control technology for an extended session one morning a week. At this time a governor and classroom assistant, who have special expertise in the subject, teach them and this enables them to make good progress. Generally staff are confident in using computers but are sometimes frustrated when some of the older machines break down. The number of different systems in the school also makes it more difficult for pupils and staff to transfer information between machines or ensure a smooth progression in the development of pupils' skills.

Religious education

121 Standards in religious education have been maintained since the last inspection report. By the end of both key stages, attainment is above the expectations shown in the local Agreed Syllabus.

122 Pupils make good progress in both key stages. The scheme of work is designed so that pupils study topics in increasing depth. For example, the youngest pupils consider being kind to others, while older pupils think of how people of faiths other than Christianity help one another and how they can help others through groups to which they belong. The oldest pupils consider rules that are set to enable families and groups to live more harmoniously together.

123 Key Stage 1 pupils are introduced to Old Testament stories, such as events in the life of Joseph, and events in the New Testament, such as the life of Jesus and the festivals of Christmas and Easter, in a manner appropriate to their age. They also consider other festivals, such as the Chinese New Year and Divali, the Hindu festival of light. Pupils understand that members of various faiths have special books and special places in which to worship. Young pupils visit the local church and see artefacts such as the cross and the font as they learn about Christianity. They think about their own feelings as they start school and the feelings and needs of others. In one class, pupils saw how a young Jewish boy helped his grandfather as they watched a video. They then suggested ways in which they could help others, such as bringing gifts for the harvest service.

124 By the end of Key Stage 2, pupils study in depth the two faiths of Islam and Judaism, as well as Christianity. They understand that these faiths have people who are recognised as leaders, such as Mohammed and Moses. They also know that Muslims worship in a mosque and Jews in a synagogue. In one class, pupils knew that traditional Jewish households put a mezuzah, a box containing words from Hebrew Scriptures, on the doorpost of their houses to remind them of God. They think about relationships and how groups of people and families can live happily together. Older pupils, having studied how the Jews had rules to live by, produced their own lists of what children, parents and teachers might do to ensure everyone could live together in harmony.

125 Pupils have very good attitudes to learning in both key stages. They have very good relationships one with another and with teachers. They show a readiness to discuss their own thoughts and feelings openly and confidently, within the very positive atmosphere created in the school. They listen attentively and concentrate when teachers are talking or other pupils are explaining their point of view. They treat other people's ideas with respect.

126 In the lessons seen, the quality of teaching was good overall. Teachers keep the pupils fully involved throughout the lessons by asking appropriate questions and encouraging the pupils to think for themselves in drawing and writing activities. Their subject knowledge is secure and they convey this sensitively and appropriately. Teachers are skilled in making use of appropriate stories to reinforce the pupils' learning, for example on morals. They make good use of resources, particularly artefacts relating to other faiths such as Judaism.

Art

127 Only one art lesson was seen during the inspection period. Based on this and a scrutiny of pupils' work, it is evident that pupils make good progress in the development of skills throughout the school. The school has maintained the good standards identified in the last inspection.

128 Staff value art. Pupils' skills and understanding are developed through special events, such as arts week, as well as in weekly lessons. Painting skills are particularly well developed. In Class 1, pupils often paint in the context of other work and their paintings of five green monsters link well with numeracy work. Pupils in Years 2 and 3 looked at animals during last term's art week and used the patterns they saw in their fur to represent them in paint. These particular paintings are bold, imaginative and of a high quality. Older pupils have undertaken some very good self-portraits, with good attention to detail. During the inspection, pupils in Year 4 worked on developing their colour mixing skills. This particular session was the third in a series on colour mixing and in it pupils successfully mixed and matched colours to build on from a fragment of a magazine picture stuck onto their paper. There is a similar emphasis on printing and pupils build on skills as they move from class to class. In Class 1, for example, pupils print random patterns from paint blobs on Perspex sheets and experiment with folding paint within paper to make 'butterfly' prints. In Class 2, pupils had printed fish on fabric and, during art week, Class 3 worked on a very successful 'leaf-cutting ants' print.

129 There is also suitable emphasis on working with clay, collage, fabric and observational drawing. Pupils' sketch books in Key Stage 2 show steady progress in the development of drawing techniques and skills. In the lesson seen, pupils in Year 5 used these skills well to draw an object in pencil. Pupils worked confidently at this activity and their work was bold and lively. There is some evidence of pupils drawing from and developing an understanding of the work of other artists. They had opportunity to work on this aspect during arts week, when they worked with local artists at Burford Wildlife Park. There are also some examples of work undertaken in the light of pupils' study of famous artists' work. Some chalk flower centres drawn by pupils in Class 2 and based on Van Gogh's 'Sunflowers' are good examples of this. Generally, possible links with famous artists are not planned systematically into the curriculum, although teachers make these connections from time to time. Pupils enjoy art and take pride in their work, although some older pupils feel that their work is not as good as they would like.

130 The quality of teaching is good throughout the school. Teachers pay good attention to the development of skills and have good subject knowledge. They plan activities which allow pupils freedom to express their own creativity as well as developing technical skills. Completed work is well displayed, which helps pupils to realise that their work is valued. Good use is made of helpers to support work in this area. This is so at particular events

like the Arts Week, when a local sculptress worked with the youngest pupils to make 'special places' in the school grounds. The regular support of a retired teacher also helps pupils make good progress within a small group.

Design and technology

131 Only one lesson was seen during the inspection. Based on this, discussions with pupils and a scrutiny of their work, progress is good throughout the school. This is a similar picture to that found by the last inspection.

132 The youngest pupils make and design Christmas cards and in food technology they make and cook Gingerbread Men. Older pupils draw a form of transport, such as a car or a boat, which they have been discussing in their lessons on the history of transport. They then make a model of their drawing using construction kits such as Lego.

133 In Key Stage 2 the youngest pupils design and make their forms of transport and using construction kits, but with the added use of cogs to make them move. As they move through the school, pupils design and successfully make 3-D models from their observation of postcards of paintings by famous artists such as Franz Marc and Georgia O'Keeffe. They use large cardboard boxes as their framework and make use of a variety of materials and paint. They produce interesting and in many cases good drawings of the pictures they have been using as the model. Older pupils, having visited Nantglyn during a residential visit, design and make 3-D models of houses they have seen for a 3-D map of the village. The oldest pupils in the school design and make a model of Tower Bridge. This construction involves the use of electric motors to raise and lower the two spans of the bridge together with a traffic light system all linked to a computer. The planning here shows good use of control technology. Control technology is being further developed as pupils design and make 'Coco the Clown' and then, using a computer, program him to speak. Pupils are sufficiently developing the skills of making, such as measuring and marking out and independently choosing from a range and variety of building and joining materials. They also learn the skills of evaluating to consider appropriateness and strength of the product.

134 Pupils have good attitudes towards learning and respond well. They enjoy design and technology and work collaboratively in pairs and small groups. Pupils listen attentively and become absorbed in their work.

135 Overall the teaching is good. This good quality has been maintained since the last inspection. In the one lesson seen the teacher had a calm and quiet approach and this led to the pupils working quietly. The resources necessary for the lesson were well organised so that the pupils had ready access and there was no time wasted. The teacher offered good support to groups as they were working. Good links are made with other subjects, as in this case with geography weather study.

Geography

136 Only one lesson was seen during the inspection. Based on this and a scrutiny of pupils' work, it is evident that pupils throughout the school make at least satisfactory progress in developing their geographical skills and understanding. The sound picture

outlined by the last inspection has been maintained.

137 The work is planned in relation to topics and last year, for example, pupils in Year 2 compared life in Kenya with that in Hornton. They appreciated the difference that climate makes to peoples' lives and developed their mapwork skills by identifying Africa on a world map and working with more detailed maps of Kenya itself. Work on climate is being developed further in Years 4, 5 and 6 this year. In the lesson seen, pupils watched a video about weather conditions on Baffin Island and drew sensible conclusions about the effect that very cold weather has on transport and diet. Evidence from work undertaken by Key Stage 2 pupils last year shows that they have developed their mapwork skills to include the use of six-figure co-ordinates. They concentrated on relevant local environmental issues and one boy, for example, investigated whether local people felt that quarrying should continue in the area. Older pupils had the opportunity to compare life in Hornton with that in North Wales, when they went on their biennial residential visit to Nantglyn.

138 One of the strengths in geography is the way in which the staff plan interesting projects and links in order to help pupils to develop their awareness of lives in other places. One example of this is the records of the geo-bears' adventures. Each class has their own little bear, who is available to accompany pupils and their friends on travels around the globe. The host, either adult or child, keeps a record of the bear's trip, in writing and photographs, and returns the bear to school after his travels with souvenirs of his trip. This helps the pupils to find out about places which they have not visited, and to use maps and globes to trace their bear's journey. Links have also been made with a school in Vara in Sweden and pupils between the two schools correspond and learn about each other's culture. This has been reinforced by a visit from the Swedish schoolteachers, who talked about the differences between the two schools. The school plans to cement a similar link with a school in Greece. Pupils record their work in specific geography books. The writing is well thought out and based on pupils' own research and ideas. Sometimes the presentation is untidy and there is no common practice, for example, in whether the work is completed in pen or pencil. Pupils are positive about geography and were very well behaved and attentive in the lesson seen.

139 The quality of the teaching in the lesson seen was satisfactory. Teachers' planning and pupils' work suggests that this is generally the case. Teachers plan interesting activities and make good links with other subjects. Pupils in Year 5 and 6, for example, worked on designing and making weather-measuring instruments in their design and technology session. In the lesson seen, the teacher demonstrated a good grasp of the subject and explained and elaborated on the video seen by pupils in a clear and comprehensive way.

History

140 History was only studied in one class during the inspection and only one lesson was seen. Based on this lesson, pupils' work and discussions with pupils, progress is at least satisfactory throughout the school. The positive picture identified by the last inspection has been maintained.

141 Pupils are developing a good sense of change over time. In the lesson seen, pupils in Years 2 and 3 compared canal and road transport in the past, in preparation for their trip

to Stoke Bruerne Canal Museum. They appreciated that road surfaces are better now than they were and that canal transport had certain advantages over road carts. Pupils showed real understanding of the frustration of carters whose vehicles became stuck in the mud. They made very good attempts to express what these earlier road haulage men would have said in this kind of situation, though the pupils' use of language in this context was a little more circumspect than that of their forbears.

142 Older pupils have a clear picture of the periods that they have studied and the chronological sequence of these periods. This chronological understanding is currently being developed in a millennium play, which has been written over the past months by groups of pupils. It recounts the history of Hornton over the last thousand years and also looks forward to the future. History is also brought alive by occasional visits. On last year's residential trip, for example, pupils undertook work on castles in school in preparation for their visit to Denbigh castle. Pupils have also developed an understanding of the use of historical sources and appreciate that primary sources are crucial in finding out about the past. They have a good sense of local history and are interested in the history of the school, for example, recounting how it was once burnt down. Pupils record their work in designated books, which are attractively covered. Some of their writing is lively and imaginative, but is not always well presented. Pupils enjoy finding out about the past and, in the lesson seen, they contributed well to the class discussion and worked very sensibly.

143 The quality of the teaching in the lesson seen was good and pupils' work suggests that this is normally the case. Teachers plan interesting work and there is reasonable coverage of most of the key elements in history, although there is a little evidence of work on the different ways in which history can be interpreted. Trips are used well as a basis for work on some historical periods and teachers make good use of videos.

Music

144 Pupils in both key stages make satisfactory progress in developing their musical skills. The positive picture outlined by the previous report has been maintained.

145 During the time of the inspection the main aspect of music being taught was singing and rhythm. Pupils sing tunefully and with increased confidence as they move through the school. From joining in songs led by the teacher, they progress to singing well to guitar and piano accompaniment.

146 Pupils in their early years explore pattern and rhythm as they learn to clap the syllables of their names. Then the pupils make musical patterns, using other parts of their bodies such as feet, as they sing 'clap your hands'. They use musical instruments skilfully to compose 'storm music' and play these to produce the sounds of loud and soft rain. These same pupils listen carefully to music in a dance lesson and produce good slow and heavy movements or quick and light movements as they interpret the music.

147 Older pupils develop their sense of rhythm by clapping out rhythms in three/four and four/four time. They learn how to include rests in their rhythm making. In singing such songs as 'Praise ye the Lord', the pupils carry out actions and learn how to control their voices to sing loudly or softly.

148 Pupils enjoy their music lessons. They join in the singing with some enthusiasm. They follow the directions of the teachers and concentrate on the words of the songs. In lessons where there is an element of listening to music pupils do so well and respond positively to questions arising from their listening.

149 The quality of teaching is good overall, as it was in the last report. Teachers generate enthusiasm and engage the interest of the pupils. Lessons are well planned and move at a good pace, enabling pupils to learn a variety of songs and to practise other skills of music making. The good relationships teachers have with pupils enable individuals to feel at ease in performing, knowing that what they do will be valued. The school makes good provision for individual pupils to extend their music making through the deployment of a visiting music teacher and provision of lunchtime recorder groups.

Physical education

150 All aspects of physical education are covered through the year, with the exception of work on large apparatus. The school has no way of storing such apparatus. Lessons in outdoor games, athletics and dance were observed during the inspection. Pupils build on previous learning, improve their performances and make good progress in both key stages. This represents an improvement from the last inspection.

151 By the age of seven, pupils have increased their confidence in physical control and mobility. They perform a range of movements, involving running and skipping, and they gain an appropriate awareness of space. In games lessons, pupils learn elements of teamwork. They improve their running and skills of ball control, using the feet. In dance, they explore moods and feelings. They develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level.

152 Pupils enter Key Stage 2 with a good basis for further development and they make good progress over time. Dance is well developed and the performance of the 'ant cutters' dance' was a highlight of the summer term Arts Week. In games, pupils are developing sound skills of ball control, dribbling, passing and shooting, and are applying these effectively in using basketballs. They show an increasing ability to evaluate their performances; for example, in one group pupils were effectively comparing and improving their performances and techniques in shooting the basketball through the hoop. Most pupils swim 25 metres competently by the end of Year 6.

153 Pupils' response to lessons is good and they enjoy all aspects of the subject. They are always appropriately dressed for lessons. All pupils actively participate in warm-up sessions and work energetically throughout lessons. They show commitment, sustain effort and are keen to practise skills and techniques. Boys and girls work well together. Pupils appreciate each other's efforts and have a good awareness of the need for fair play.

154 The quality of teaching is good overall. Teachers set a good example by being appropriately changed for lessons. They have positive relationships with the pupils and are sensitive to the needs of the less able. The teaching is characterised by secure knowledge of the subject. Clear objectives and well-paced lessons motivate pupils and add to their enjoyment. Teachers are very conscious of the safety aspects of physical

education and pay particular attention to this during lessons. The school makes good use of the playground for many lessons. The village playing field with its pavilion is a good extra facility. Pupils from the age of seven have regular swimming lessons at a nearby pool. Some equipment is available to the school through the Warriner Partnership of Schools and the school makes good use of this.

- **PART C: INSPECTION DATA**

- **SUMMARY OF INSPECTION EVIDENCE**

155 The team consisted of three inspectors, spending a total of seven days in school over a three-day period. During the inspection 24 teaching sessions, three registration sessions, all assemblies and a range of other activities were seen. The team spent over 20 hours observing lessons, attending assemblies, hearing pupils read and talking to them about their work. A further nine hours were spent looking at pupils' work, which included all the available written work from a representative sample of pupils from each class. Inspectors spoke to several governors, including the chair, about their roles. All teachers were interviewed and inspectors spoke to other members of the school staff about their work. Considerable documentation provided by the school was analysed, both before and during the inspection. Before the inspection, six parents attended an evening meeting held by the registered inspector to seek their views. Forty nine per cent of the parents responded to a questionnaire sent to them, seeking their views on specific issues.

- **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	61	0	7	3

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	3.3
Number of pupils per qualified teacher:	18

- **Education support staff (YR – Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	15

Average class size:	20
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- **Financial data**

Financial year:	1998 - 1999
	£
Total Income	111,714
Total Expenditure	116,370
Expenditure per pupil	1763
Balance brought forward from previous year	4653
Balance carried forward to next year	-3

PARENTAL SURVEY

Number of questionnaires sent out: 35
 Number of questionnaires returned: 17

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	65	24	0	12	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	29	0	12	0
The school handles complaints from parents well	24	53	6	0	6
The school gives me a clear understanding of what is taught	35	65	0	0	0
The school keeps me well informed about my child(ren)'s progress	35	53	6	6	0
The school enables my child(ren) to achieve a good standard of work	47	47	0	6	0
The school encourages children to get involved in more than just their daily lessons	47	47	0	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	35	47	0	6	6
The school's values and attitudes have a positive effect on my child(ren)	41	41	18	0	0
The school achieves high standards of good behaviour	53	35	6	6	0
My child(ren) like(s) school	65	18	6	12	0