



# Hornton Primary School

## Inspection Report

**Unique Reference Number** 122991  
**LEA** Oxfordshire LEA  
**Inspection number** 281376  
**Inspection dates** 23 January 2006 to 24 January 2006  
**Reporting inspector** Vanessa Ward AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hornton
<b>School category</b>	Community		Banbury
<b>Age range of pupils</b>	4 to 11		OX15 6BZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01295 670335
<b>Number on roll</b>	80	<b>Fax number</b>	01295 678595
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John Offord
<b>Date of previous inspection</b>	27 September 1999	<b>Headteacher</b>	Mrs W Clifford

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 23 January 2006 - 24 January 2006	<b>Inspection number</b> 281376
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school is smaller than average. Almost all of the pupils are from white British backgrounds. The percentage of pupils with special educational needs is below average. One pupil has a statement of special educational need. The percentage of pupils entitled to free school meals is low. Attendance is above average. Pupil mobility is low. Pupils come from a mix of social backgrounds. There have been no staffing changes during the past two years. A pre-school is provided on the school site. The school has been awarded the Basic Skills Quality Mark, the Investors in People and International Schools Awards.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The inspection findings support the school's view that this is an effective school that provides a good quality of education, good value for money and possesses some outstanding features. The care, guidance and support it provides to enrich pupils' academic and personal development are outstanding. This enables pupils to achieve successfully, and helps them to behave well and show positive attitudes to learning. The good provision in the Foundation Stage enables the children to achieve well. Through Years 1 to 6, standards tend to fluctuate because of the changing balance of abilities in the small year groups. Records show that the school's well planned provision enables all pupils to make good progress. Teaching and learning are good and the teachers' care and concern for each pupil increases their enjoyment. Teachers are beginning to involve pupils successfully in evaluating their own learning. The curriculum is good and is greatly enriched by an emphasis on creativity and art. However, there are gaps in pupils' knowledge of the diversity of cultures and traditions found in Britain today. Leadership and management are good and governors and staff all contribute effectively. Improvement since the previous inspection has been good. The quality of leadership provided by the headteacher, supported by the staff and governors, indicates that school is well placed to improve.

### **What the school should do to improve further**

\* Broaden the pupils' knowledge and understanding of the diversity of cultures and traditions in Britain today.

## **Achievement and standards**

### **Grade: 2**

The pupils' achievement is good because of the consistently good teaching which focuses on individual needs. The staff set, and the pupils achieve, suitably challenging targets. For example, the involvement of pupils in setting targets to improve their use of punctuation is raising standards. Support for pupils with learning difficulties often enables them to make very good progress. Children enter the reception class with skills which are typically found in four-year-olds. They make good progress through the reception year, and this is built upon through Years 1 to 6. As year groups are small, the proportion of higher attaining pupils and those with learning difficulties inevitably varies from year to year. This causes standards in reading, writing, mathematics and science to fluctuate. Data showing the progress of individual pupils indicates that the school adds considerable value to each pupil's learning as they move through the school, regardless of gender, ability or background. The school has rightly identified that it could increase its use of assessment data to analyse strengths and weaknesses in learning and to identify and intervene more readily on those occasions when pupils make less progress than expected.

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

### **Grade: 2**

The personal development of pupils is good and they show positive attitudes to learning and behave well. They enjoy being in school, are enthusiastic about learning and their attendance is good. One pupil said 'I like it here because everyone is really friendly'. Pupils understand about healthy lifestyles. They say that they feel safe and secure in school. This helps them to achieve well in all aspects of their development. They take on responsibilities conscientiously, such as looking after younger pupils or caring for the school rabbit. They know the system for rewards and sanctions and feel that most pupils understand the procedures for dealing with bullying. The use of basic skills, involvement in fund-raising events and working collaboratively help pupils to prepare for life beyond school. The pupils' spiritual, moral and social development is good. They care for and value each other. Pupils studying Picasso's 'Guernica' showed perception in interpreting the feelings of the people portrayed. One pupil wrote 'The woman crying over the baby is all people suffering. The light is the truth'. They have a strong sense of right and wrong and appreciate the opportunities they are given to discuss friendship and to consider the consequences of their actions. Social skills develop well through teamwork. Whilst their cultural development is satisfactory, and pupils know something about other cultures, they have insufficient knowledge of the diversity of cultures and traditions that are present in Britain today.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good throughout the school. The teachers make learning interesting and this motivates pupils. In a lesson that focused on the sound and shape of the letter 'p', reception children's interest was stimulated by being able to handle and describe a range of fruits beginning with 'p'. Teachers plan work so that it builds well on what pupils already know and can do. This enables pupils of all abilities to make good progress. Additional support for higher attaining pupils and for those with learning difficulties ensures their good progress. Teaching assistants play a valuable role in working with small groups of pupils. Opportunities, such as discussion in pairs to decide on interesting adjectives, help promote pupils' speaking and listening skills, as well as enhancing their social development and self-confidence. The Foundation Stage provides a good balance between teacher-directed activities and opportunities for children to explore and make choices. Children learn well because their progress is monitored closely and the work can therefore be carefully planned to build on what they already know. Teachers know their pupils very well and use assessment information effectively to help them keep track of how well each pupil is doing in English, mathematics and science. The school has rightly identified that it needs to improve its procedures for the assessment of pupils' progress in other subjects.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is well balanced, with a good emphasis on creative work. Teachers encourage pupils to apply their basic skills in other subjects and this has led, for example, to some imaginative writing of letters about World War II. The curriculum is enriched by educational visits, clubs and visitors to school. Pupils speak enthusiastically about the visitors who made their history topic particularly interesting. The stimulating curriculum in the Foundation Stage gives the children a good start and promotes successful learning. Pupils of all abilities are enabled to enjoy a full curriculum. However, cultural development is not planned as thoroughly as it should be and there are gaps in pupils' knowledge and understanding. Pupils' personal development is enhanced through teaching about health, safety and relationships. Because there is no school hall, the staff have to work especially hard to meet the requirements of the physical education curriculum. However, the school has no means of providing gymnastics using large apparatus, nor does the reception class have space for a climbing frame.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support which the school provides are outstanding and create an environment in which pupils become confident learners. Levels of individual care are impressive. The involvement of parents in regular reviews of their children's progress, and in learning about the curriculum, helps the pupils to feel that they matter and are valued. Parents are very supportive of their children's education and affirm overwhelmingly that 'pupils are given fantastic support by a dedicated staff'. All aspects of health and safety are successfully promoted and monitored. There are robust procedures for child protection and all staff are aware of their responsibilities. The support for pupils with learning difficulties is very thorough and effective and raises their self-esteem and confidence as learners. Liaison with outside agencies is very successful in supporting the well-being and development of the pupils. Systems for behaviour management are well established. Support for pupils both when they join the school and when they prepare to move to the next stage, is very comprehensive and effective.

## **Leadership and management**

### **Grade: 2**

The leadership and management provided by the headteacher, staff and governors is good and contributes significantly to the good progress made by the pupils. There is a positive ethos in the school and equal opportunities are promoted effectively. The headteacher has a very clear understanding of the school's strengths and weaknesses, and of the actions necessary to bring about improvement. She shares this knowledge with the staff and governors, who are thoroughly involved in school improvement planning. Governors fulfil their statutory responsibilities and are well informed about

the school's priorities, such as the current initiative to improve provision for sports. However, they acknowledge that they need to increase their monitoring role, and the extent to which they hold the school to account. Subject leaders play an important part in influencing teaching and learning in their subjects. The professional development of the staff is given high priority and is used well to improve teachers' individual skills and to promote school initiatives. A good example of this is the current focus on improving writing. Parental views are sought and acted upon. The school's self-evaluation is well founded and accurate. When weaknesses are identified, remedial action is taken to raise standards. The recent introduction of new spelling strategies to meet the needs of specific pupils was successful in improving the accuracy of their spelling. The school has successfully tackled the key issues raised in the previous inspection and has the capacity to build on its success.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, I visited your school recently for two days. I am writing to tell you what I found out. I spoke to some of you, and I would like to thank you for making me feel welcome and for talking to me about your school. It was very useful to listen to what you had to say about what you enjoy doing.

The best things about your school are: \* It is a happy school and your parents and carers speak very well of it\* All of the grown ups look after you and help and support you very well as you grow and learn. You told me that you feel safe and happy in school and that you know the grown ups will always help you if you are upset or worried\* Your headteacher, teachers and governors have good ideas about how to make your school even better\* Your teachers give you interesting things to do and these help you to enjoy learning\* Your teachers set targets with you and this helps you to understand how well you are doing and what you need to do next.

I think your school could be even better if you are taught more about the different traditions and cultures that are found in Britain. I hope you will carry on enjoying school and helping your teachers as much as you can.