

# West Horndon Primary School

## Inspection report

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<b>Unique Reference Number</b>	114921
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357647
<b>Inspection dates</b>	4–5 October 2010
<b>Reporting inspector</b>	Derek Watts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Gale Issitt
<b>Headteacher</b>	Mr Matt O'Grady
<b>Date of previous school inspection</b>	3 March 2008
<b>School address</b>	Thorndon Avenue West Horndon, Brentwood CM13 3TR
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## Introduction

This inspection was carried out by two additional inspectors. Twelve lessons or part lessons were observed and six teachers were seen. The inspection team examined the school's policies, assessments, pupils' work, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors and pupils. There were informal conversations with parents and senior citizens from the local community. The inspectors analysed 53 questionnaires completed by parents and carers and others by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Pupils' progress in Key Stage 2, particularly in mathematics.
- How well the more able are challenged and extended.
- Provision and pupils' progress in the speech and language classes.

## Information about the school

Most pupils in this smaller than average school are from a White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average and the proportion of pupils with a statement of special educational needs is much higher than in most schools. The school includes enhanced provision for up to 20 pupils with speech and/or language difficulties from Early Years Foundation Stage to Year 4. These pupils come from other schools and from a wide area. All have a statement of special educational needs. Pupils with special educational needs and /or disabilities are not evenly distributed through the school. Some years groups have a high proportion while others have few. A below average proportion of pupils are known to be eligible for free school meals. There is Early Years Foundation Stage provision for 16 children in Reception. The school has a range of awards including International Schools, Healthy Schools status, Eco Schools Green Flag and Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

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

**3**

## Main findings

West Horndon provides a satisfactory education for its pupils. There are some good and even outstanding elements to its work. Care, guidance and support make an excellent contribution to pupils' personal development. Pupils learn and play well together in a very positive and safe learning environment. Behaviour is often exemplary in lessons and around the school. Pupils feel extremely safe and show a good understanding of how to lead a healthy lifestyle. Community cohesion is promoted well and pupils make very valuable contributions to the school and to the wider community. Attendance levels are consistently above average. Parents and carers are very pleased with the care and education provided. They are extremely supportive and make a valuable contribution to school life.

Children in Early Years Foundation Stage make good progress in all areas of learning because of the interesting activities provided. Pupils in the enhanced provision make good progress because of specialist teaching and support. Most pupils make satisfactory progress in Key Stage 1 and 2. By the end of Year 6, attainment is broadly average in English and mathematics. A below average proportion of pupils attain the higher than expected levels in writing and mathematics but this situation is improving because of the action taken by the school. Teaching is not consistent enough to promote good progress for most pupils. Teachers establish very good relationships with their classes. In the most successful lessons pupils are challenged well and learning is maintained at a good pace. In others, tasks are not sufficiently well tailored to pupils' needs, particularly the more able. Learning can decline when the lesson does not proceed at a brisk pace. An interesting curriculum has been developed including good links with schools abroad. It is enriched by a good range of additional activities. There are good partnerships with other agencies and organisations to enhance pupils' learning. Steps are being taken to improve provision in writing and mathematics. These are having a positive impact on pupils' attainment and progress.

The headteacher, with his staff, has been particularly successful in promoting high quality care, strong partnerships with parents and carers and personal outcomes for pupils. School self-evaluation is accurate. The school has a clear understanding of its strengths and has correctly identified the most pressing areas for improvement. These include improving the consistency of teaching and assessment. The sharing of good practice is not sufficiently used to improve teaching. Some subject leaders are new to their posts. While they are receiving training and support, they are not fully involved in data analysis, the monitoring of provision and improvement planning. Positive action has been taken to improve pupils' attainment and progress in writing and mathematics. These improvements demonstrate a satisfactory capacity for further development.

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

- Raise attainment by the end of Year 6 to above average and improve teaching and pupils' progress from satisfactory to good by:
  - using assessment more effectively to match tasks to pupils' abilities, particularly the more able
  - ensuring that learning and the lesson proceed at a brisk pace
  - sharing good assessment and teaching practice across the school.
- Strengthen the role of subject leaders so that they are fully involved in data analysis, monitoring and improvement planning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Most year groups enter Year 1 with broadly average attainment. Pupils enjoy their experiences at school and show positive attitudes to learning. They spoke enthusiastically about their learning in lessons, clubs, visits and their involvement in the local community.

Attainment by the end of Year 2 fluctuates because of the relatively small number of pupils in the year groups and variations in the proportion of pupils who need learning support. School assessments, pupils' work and the lessons seen indicate that most pupils make satisfactory progress. Attainment by the end of Year 6 has been broadly average during the past two years. Pupils' achievement is therefore satisfactory.

Pupils make sound progress in speaking and listening. They respond well to teachers' questioning. There are numerous opportunities for them to talk in pairs and small groups. Pupils' progress in writing is an improving picture as the school has focused on extending writing opportunities. Pupils write for a range of purposes and in different styles. In particular, pupils are applying and developing their writing skills in different subjects. For example, in a good Year 5 and 6 lesson, pupils wrote informative and imaginative news articles of their recent visit to Kentwell Hall, a trip to support their work on Tudor Times. They used information and communication technology well to draft and edit their writing and to enhance the presentation.

Pupils make satisfactory progress in mathematics but there are signs of improvement. The school has increased investigative and practical opportunities in mathematics. In a Year 1 and 2 lesson, pupils used a range of practical resources to identify the names and properties of a range of two-dimensional shapes. Pupils acquired and applied correct vocabulary in describing the shapes.

Pupils' good spiritual, moral, social and cultural development is reflected in their consideration and support for others and a strong sense of community involvement. A parent commented, 'The way the children work together is wonderful. They develop a sense of community'. Pupils choose healthy foods and participate enthusiastically in a range of physical activities. They feel extremely well cared for at school and are confident that there are always well known adults they can turn to if they are worried or need help.

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Pupils willingly take on additional responsibilities such as serving on the school council, or as playground leaders. They support those less fortunate than themselves by raising funds for a range of appeals and charities. During the inspection, the pupils successfully played host to members of the community as part of the Harvest Festival celebrations. Year 6 pupils work alongside senior citizens, the 'silver surfers', in the computer suite. Both pupils and adults benefit from this positive partnership. Through the Eco Schools initiative, pupils have gained a good understanding of conservation and environmental issues. While satisfactory, pupils' understanding of different faiths is less strong than other areas of their personal development. Pupils are reasonably well prepared for their future lives and education. Their personal and social skills are well developed and they are making satisfactory progress in acquiring and applying literacy and numeracy skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers create a positive classroom climate for learning. The purpose of the lesson is made clear. Teachers also provide indicators or success criteria to guide learning and to help pupils to assess their own progress, but occasionally these are not specific enough. Teachers' instructions and explanations are clear and informative. Questioning is usually used well to check pupils' understanding. Opportunities are sometimes missed to illustrate key learning points through use of interactive whiteboards and teacher demonstration. Assessment information is not used consistently well to plan teaching. When this happens,

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learning is not always challenging enough, particularly for more able pupils. Teaching assistants are deployed well to support learning, particularly for those pupils who need additional help.

The curriculum contributes very well to pupils' personal development. Positive steps have been taken to improve provision for writing and mathematics. Good links between subjects through interesting topics add meaning and relevance to pupils' learning. The International Schools initiative contributes well to pupils' understanding of life in the wider global community. However, opportunities to study different faiths are only satisfactory. Pupils enjoy the good range of clubs offered. Health education and the range of physical activities provided contribute well to pupils' healthy lifestyles. A bi-annual residential visit to Ironbridge for the oldest pupils provides interesting outdoor activities and helps to build team and social skills.

Care, guidance and support are at the heart of the school's ethos. The well-organised, very safe and secure environment provided is recognised by pupils, parents and carers. Staff know all the pupils well and relationships are of a high calibre. Typical parental comments were, 'The school has a welcoming atmosphere and provides a good environment for learning' and 'Staff are very professional and approachable'. Pupils with speech and/or language difficulties receive effective support from speech and language therapists and other agencies. These pupils are also well integrated into main activities. High expectations by all staff and consistently implemented procedures lead to outstanding behaviour and relationships. Attendance is successfully promoted.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is well regarded by pupils, parents and staff and there are numerous strengths to the leadership of the school. Leaders and managers ensure highly effective care and promote very positive personal outcomes for pupils. The Early Years Foundation Stage and the enhanced provision are well led and managed. However, in Key Stages 1 and 2 inconsistencies remain in the teaching and in the rate of pupils' progress. Long term teacher absence in the past has contributed to this. The monitoring roles of subject leaders, some of whom are new to their posts, are at an early stage of development.

Members of the governing body have a clear understanding of the school's strengths, particularly the very positive partnerships and the strong personal outcomes for pupils. Governors are less well informed about the school's areas for improvement. The governing body fulfils its statutory duties and is rightly focusing its attention on pupils' achievement and strengthening teaching. Good emphasis is placed on safeguarding. Policies and

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practice to protect and safeguard children work well and fully meet requirements. Staff are well trained in this area and safe practices are promoted effectively through the school's curriculum.

Equality of opportunity is promoted satisfactorily and discrimination is tackled effectively. Community cohesion is successfully promoted through the school's positive links with the local and wider community and partnerships with schools in Greece, Italy, Slovakia, Spain and Turkey. Parents and carers are very supportive and make considerable contributions to fund raising and to school events.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with knowledge and skills below those expected for their age. Effective leadership and planning are promoting good provision and positive outcomes for children. Children settle quickly because of first rate induction arrangements and the very positive relationships with parents and carers. A parent wrote, 'The effort the school makes before the children join eg. home visits, makes a big difference'. Children make very good progress in their personal, social and emotional development because of the strong relationships between adults and children and the considerable attention given to care and welfare. Children feel safe and secure and grow in confidence.

An interesting range of learning activities is provided both inside the classroom and outdoors. Children thoroughly enjoy their learning and make good progress in all areas of learning. Assessment and record keeping are effective. Assessment information is used well to plan teaching and the curriculum. Children are well taught and there is an effective blend of adult-led activities and those chosen by the children. They have good opportunities to explore, be creative and work independently. The teaching of letter



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sounds and early writing skills receive good attention. Children make good progress in acquiring and practising these skills. There is a spacious and well-resourced outdoor area and staff are taking steps to increase children's opportunities for their creative and physical development.

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

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

## Views of parents and carers

Almost half of parents and carers returned the questionnaire. Nearly all parents and carers who returned them are very happy with their children's experience at the school. They are particularly pleased with their children's sense of enjoyment, safety in school and the promotion of healthy lifestyles. The inspection team supports these positive views. A small minority of parents and carers expressed concern about the school taking account of their suggestions, and concerns about the help the school gives in assisting parents and carers in supporting their children's learning. Inspectors found that school is very effective in meeting the needs of parents, carers and the local community. Since the last inspection, considerable improvements have been made in building the school's partnerships with its parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at West Horndon Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 112 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	60	19	36	2	4	0	0
The school keeps my child safe	37	70	15	28	1	2	0	0
My school informs me about my child's progress	22	42	25	47	3	6	0	0
My child is making enough progress at this school	23	43	26	49	1	2	1	2
The teaching is good at this school	24	45	25	47	0	0	1	2
The school helps me to support my child's learning	23	43	24	45	4	8	0	0
The school helps my child to have a healthy lifestyle	38	72	14	26	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	43	20	38	0	0	0	0
The school meets my child's particular needs	28	53	18	34	4	8	0	0
The school deals effectively with unacceptable behaviour	28	53	19	36	1	2	0	0
The school takes account of my suggestions and concerns	21	40	22	42	5	9	0	0
The school is led and managed effectively	27	51	22	42	2	4	0	0
Overall, I am happy with my child's experience at this school	32	60	19	36	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 October 2010

Dear Pupils

**Inspection of West Horndon Primary School, Brentwood, CM13 3TR**

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit and would like to tell you what we have found. Your school is satisfactory. There are some good and even outstanding features.

These are the school's main strengths.

Children get off to a good start in the Early Years Foundation Stage.

You enjoy school and your attendance is good.

Pupils in the enhanced provision make good progress.

A good range of learning activities is provided including clubs and visits.

You get on extremely well with each other and behaviour is often outstanding.

You have a good understanding of how to keep healthy and fit.

You feel extremely safe at school because teachers and other adults take excellent care of you and provide very good guidance and support.

You make outstanding contributions to the school and to the wider community.

We have asked the headteacher and teachers to do a few things to improve areas of the school's work.

Some of you in Key Stages 1 and 2 could be making better progress and reach higher standards. We have asked the teachers to:

- match the work more carefully to your abilities, especially those of you who find learning easy
- ensure that learning and the lessons move along more quickly

Subject leaders could be more involved in checking how well the school is doing and in planning improvements.

All of you can help by continuing to work hard particularly in writing and mathematics. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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