

Horningsham Primary School

Inspection report

Unique Reference Number	126199
Local Authority	Wiltshire
Inspection number	381194
Inspection dates	22–23 September 2011
Reporting inspector	Michael Barron

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Joint Chairs	Sanjay Joshi and Jenny Dockerty
Headteacher	Carole Andrews
Date of previous school inspection	11 March 2009
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Age group	4–11
Inspection date(s)	22–23 September 2011
Inspection number	378753

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and observed three teachers. They also held meetings with the headteacher, members of the governing body, teaching staff, parents and carers and groups of pupils. They observed the school's work and looked at school development planning, minutes of governors' meetings, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupil records and samples of pupils' work. They also scrutinised questionnaires returned by 53 parents and carers, 40 pupils and seven staff.

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

- Pupils' present attainment, especially in Year 6, and what this signifies in terms of achievement and progress, especially regarding writing.
- Provision for cultural education and its impact on building up pupils' knowledge and understanding of cultures and communities other than their own, especially regarding the wider nature of modern society in the United Kingdom.
- The quality of leadership and management, including the impact of the governing body and the roles of subject leaders.
- The quality of teaching and learning, particularly how the school caters for pupils' different abilities and needs in the three mixed-age-group classes.

Information about the school

This is a small primary school which draws its pupils from the local village and surrounding countryside. Nearly all pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils who have special educational needs is below average. These needs include moderate learning difficulties. There is Early Years Foundation Stage provision in the school's mixed Reception and Year 1 class. The proportion of pupils known to be eligible for free school meals is well below the national average. The school has gained several awards including the Intermediate International School award. There is on-site pre-school provision not managed by the governing body and therefore subject to a separate inspection.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which prepares pupils well for the next stage of their education. Parents and carers are overwhelmingly positive in their support for the school. They appreciate the effective way the school safeguards and protects pupils and ensures it provides pupils with a good quality of care and support. 'The headteacher and staff really care about each individual child' and 'We are extremely happy with this friendly and welcoming school' being typical comments in the returned parents' and carers' questionnaires.

Pupils say that they enjoy school and this is reflected in their above average attendance rates. Their behaviour is good overall and pupils comment that they feel very safe and valued as individuals. Pupils are polite, considerate and keen to learn. They have developed an excellent understanding of the need to stay safe and are proud of their very effective links with the local community.

At the heart of the school's success is the clear vision of a well-respected headteacher who is always looking at ways to improve the school's effectiveness. She works well with her dedicated staff and governing body to ensure that the school rigorously evaluates its performance on a regular basis. This has led, for example, to improving the roles and effectiveness of staff as subject leaders since the previous inspection and is a clear indication of the school's good capacity for future sustained improvement.

Outcomes for pupils are good. Their achievement is good throughout the school and all pupils, including those with special educational needs and/or disabilities and the more able, make good progress. Systems for tracking and recording pastoral and academic progress are used effectively to provide pupils with the guidance and support they need to become confident and independent learners. Staff work well as a team to ensure the school reaches the challenging targets it sets itself. Informative marking helps pupils to know what they have to do to improve their work and pupils are able to accurately assess their own progress. As a result, by the end of Year 6 attainment is above average overall. However, pupils' attainment in writing is not as good as it is in reading or mathematics throughout the school. This is in part because of weaknesses related to handwriting, spelling and punctuation.

Pupils enjoy talking about what they like about school, especially the good range of visits and visitors. They understand the importance of the school gaining the Intermediate International School award and how this has helped them to improve

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their understanding of the multicultural nature of society both in the United Kingdom and abroad.

What does the school need to do to improve further?

- By the end of the spring term 2012 raise pupils' progress and attainment in writing to match their above average attainment in reading and mathematics by:
 - improving the quality of pupils' handwriting
 - ensuring that pupils are provided with regular opportunities to develop the correct use of punctuation and spelling when writing longer pieces of work in all subjects.

Outcomes for individuals and groups of pupils

2

Pupils respond very well to the caring approach taken by the school and this is reflected in their above average attendance rates. They are aware of the importance of exercising regularly and are eager to point out the benefit of eating healthy foods. Pupils' moral and social development is strong and this is reflected in their politeness and respect for others. They know that any very rare instances of anti-social behaviour by other pupils will be dealt with quickly and fairly by adults. Older pupils are keen to explain how they often look after the younger ones. They are proud of their work in the local community and enjoy talking about how pupils are fully involved in village life. They firmly believe that the school council gives them a voice in school affairs and are able to point to examples of how their suggestions have been implemented by the school. Year 6 pupils say that they are looking forward to moving on at the end of this academic year because they feel well prepared. However, they also say that they will miss the friendly atmosphere of their small school.

Children often join the school's Early Years Foundation Stage with many of the skill levels expected for their age, although this can vary from year to year. Even though pupils make good progress and achieve well in all year groups it is noticeable that, by Year 6, pupils, including those with special educational needs and/or disabilities and the more able, often find difficulties using correct punctuation and spelling when writing longer pieces of work. Their handwriting also often lacks precision and clarity.

Pupils speak positively about school. They say they enjoy learning, especially when teachers use modern technology successfully to make learning interesting and also when they link subjects together in lessons. This was evident, for example, during a very well-taught literacy lesson to a mixed Year 4, Year 5 and Year 6 class. Pupils made outstanding progress learning about how to use connectives effectively in their writing because they found linking their work to Shakespeare's *Romeo and Juliet* interesting. Tasks were well matched to pupils' abilities and pupils found marking each other's work both enjoyable and informative. Similarly, pupils in Year 2 and Year 3 enjoyed developing their understanding of using direct speech to convey the

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plot in the story of *Macbeth*. They especially liked acting out the scene with the three witches and this gave them the enthusiasm to work well at their written tasks. Work was well matched to previous learning and to individual abilities and this enabled all groups of pupils to make good progress.

These are the grades for pupils’ outcomes

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

How effective is the provision?

The curriculum provides pupils with a wide range of experiences in order to build up their understanding of the wider world in which they live. It has been designed to make learning enjoyable while focusing on promoting the effective development of key skills in numeracy, literacy and information and communication technology (ICT). The quality of pupils’ work on display is of a good standard and provides clear evidence that the curriculum is broadly based and not just restricted to work in mathematics and English. Classrooms are welcoming and colourful and teachers make good use of modern technology to enhance learning. Teachers and teaching assistants work together enthusiastically to make a positive contribution to pupils’ progress. Good, and occasionally outstanding, teaching enables pupils to learn well especially when teachers present activities in interesting ways. Pupils’ good attitudes to learning enable teachers to concentrate on helping those who are experiencing difficulties in completing tasks. However, there are occasions when introductions to lessons continue for a little too long and this can lead to some pupils losing interest.

The level of care, guidance and support for pupils is good and this is the basis for their good personal development. Parents and carers value the way the school looks

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

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after their children and pupils say they are confident they will always be very well looked after. Effective induction and transfer arrangements help pupils settle quickly into new routines. Links with external agencies and partnerships with other bodies are used effectively to support pupils’ learning and well-being, especially the well-being of those pupils experiencing difficulties in learning. Provision for personal, social and health education is good. Pupils look forward to visits to places of interest and also to meeting interesting visitors to the school. They appreciate the range of enrichment activities provided for them including several popular after-school clubs. The school’s good links to nine schools in India and also to individual schools in Kenya and Canada have helped pupils to develop their understanding of the different cultures to be found in both the United Kingdom and the wider world.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The good quality of leadership and management is evident in all aspects of the school’s work and is reflected in the quality of its development planning. The roles of subject leaders have been developed well since the previous inspection and the headteacher and staff now share leadership and management responsibilities. They have high expectations of what pupils can achieve and work hard to ensure all pupils are given equal opportunities to succeed and that none are discriminated against. The school is well supported by the governing body, which takes its duties seriously. There have been several recent changes to the membership of the governing body which is now, once again, beginning to offer the school a good level of both challenge and support when needed.

The school’s engagement with parents and carers is good and this was evident in the very positive nature of their questionnaire replies. Parents and carers are encouraged to become involved with their children’s learning and this is having a beneficial effect on pupils’ progress. Parents and carers believe that their views have an influence on school decision making. They are also confident that they always have opportunities to discuss any concerns with the teaching staff, who are always available to meet them both before and after school each day.

Safeguarding procedures are good and the school has adopted recommended good practice across all areas of its work. This is reflected in the precision of the staff recruitment and vetting checks and the way in which the school regularly monitors and evaluates its policies and practices. The school site is inspected regularly to

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ensure it provides pupils with a safe environment. Safeguarding training for all staff and governors is ongoing and staff are well aware of the importance of their role in protecting pupils. The school is a cohesive community and promotes community cohesion well at the national and global levels.

These are the grades for leadership and management

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

Early Years Foundation Stage

The comment by one parent aptly summed up the good level of care children receive in the Early Years Foundation Stage: 'My child has settled into school quickly and happily because the school is so caring, friendly and welcoming.'

Children in the Early Years Foundation Stage make good progress and enjoy learning because teaching caters well for their individual needs. The classroom, which Reception Year children share with Year 1 pupils, is bright and colourful and provides a stimulating learning environment. The outdoor area, which has been improved since the previous inspection, is used well to build up the skills associated with outdoor learning and play. However, it is rather small and children have to use the nearby playground to use larger mobile resources.

Lessons are well structured and prioritise improving children's skills in all areas of learning, especially numeracy and literacy. Ongoing records of children's progress are used effectively when planning further work. The class teacher and teaching assistants ensure that lessons provide children with opportunities to work both independently and in cooperation with others.

Good leadership and management ensure a high priority is given to children's personal, social and emotional development and welfare. Children feel safe and

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secure. They appear happy and contented and know they can get help if they are worried about anything. Behaviour is good. Even at this early stage in the school year children appear eager to learn and interact well with older classmates and adults. This was evident in an outdoor session in which children worked well together in small groups at a number of activities. They were happy to talk about the activities they were involved in and appeared quite confident when seeking the support of adults if they needed help with their work.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

There was an above average rate of response to the parents’ and carers’ questionnaire. A very large majority of the parents and carers who returned the questionnaires or who were spoken to by inspectors held positive views about the school. Few parents and carers expressed any concerns although a very small minority felt the school was not meeting their child’s individual needs and that they were not kept well informed about the progress their children were making. A few also believed that their children were not making sufficient progress. Inspectors considered these comments and judged that the school met children’s individual needs well. Inspectors also judged that the school kept parents and carers well informed about their children’s progress and that pupils were making good progress.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horningsham 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 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	66	16	31	0	0	0	0
The school keeps my child safe	40	75	12	23	0	0	0	0
The school informs me about my child’s progress	24	45	24	45	3	6	0	0
My child is making enough progress at this school	22	42	24	45	4	8	0	0
The teaching is good at this school	33	62	16	31	0	0	0	0
The school helps me to support my child’s learning	28	52	21	40	2	4	0	0
The school helps my child to have a healthy lifestyle	32	60	18	34	1	2	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)	27	51	21	40	0	0	0	0
The school meets my child’s particular needs	30	57	16	31	3	6	0	0
The school deals effectively with unacceptable behaviour	26	49	21	40	2	4	0	0
The school takes account of my suggestions and concerns	26	49	21	40	1	2	0	0
The school is led and managed effectively	34	64	15	28	0	0	0	0
Overall, I am happy with my child’s experience at this school	34	64	15	28	0	0	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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



26 September 2011

Dear Pupils

Inspection of Horningsham Primary School, Warminster BA12 7LW

Thank you for welcoming both myself and the other inspector to your school. You were all very friendly and polite and we enjoyed talking to you about what you like the most about school and about how you feel your school could improve. We agree with you when you say that you attend a good school.

Here are some of the main things we found out about your school.

- Children get off to a good start during their first year at school.
- You then achieve well throughout the rest of your time at school.
- Your school takes good care of you and makes sure you are all safe and secure.
- Your teachers try to make lessons interesting to ensure you make good progress.
- You enjoy school and you all behave well.
- You have an excellent understanding of the importance of staying safe.
- Your contribution to the local community is outstanding.
- Your headteacher, teachers and governors lead and manage the school well.

We believe your headteacher and teachers can make your school even better. We have asked them to:

- help you to improve the quality of your handwriting, spelling and punctuation, especially when you write longer pieces of work, so your written work becomes as good as your work in mathematics and reading.

Thank you for making us feel really welcome. We hope you continue to enjoy school and work hard. You can help your school to improve by continuing to attend as well as you do.

Yours sincerely

Michael Barron
Lead inspector

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