

Hornbeam Primary School

Mongeham Road, Deal, Kent CT14 9PQ

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement has risen since the previous inspection and pupils achieve well in reading, writing and mathematics. In Key Stage 2 their progress in reading is excellent.
- Outstanding teaching in Reception enables children to make an excellent start. They make rapid progress in all areas, including early reading, writing and mathematics.
- Teaching is typically good. The teaching of reading has improved considerably in recent years.
- Spiritual, moral, social and cultural development underpins the school ethos. There are many opportunities for pupils to be inspired by art and design, science and the study of nature.
- Teachers plan exciting and enjoyable activities, value their pupils' ideas and develop their imagination and creativity well. Consequently, pupils behave well and are keen to learn.
- The headteacher provides strong leadership and has made many improvements since his appointment. School leaders work very well together and staff share their high expectations and drive for improvement.
- The governing body provides a good balance between supporting staff and questioning senior leaders about pupils' progress and the quality of teaching.

It is not yet an outstanding school because

- Not enough teaching is outstanding and occasionally, pupils' work in mathematics is too easy for more-able pupils.
- A few pupils do not learn to spell well enough. Not enough is done to show these pupils how to apply phonics (knowledge of letters and their sounds) when spelling.

Information about this inspection

- Inspectors observed teaching in 18 lessons, of which over a half were observed jointly with the headteacher or deputy headteacher. Inspectors listened to a sample of pupils read from Key Stages 1 and 2.
- Inspectors held discussions with pupils, looked at a range of their work and examined the school's data on attainment and progress.
- Meetings were held with members of the governing body, senior leaders, teachers and a local authority representative.
- Inspectors considered the 48 responses to the online Parent View survey and a few letters from parents.
- Inspectors considered responses to the 20 questionnaires returned by staff.
- Inspectors observed the school's work and looked at a number of documents, including plans for improvement, safeguarding arrangements, records relating to behaviour and attendance, and records of school leaders' observations of teaching.

Inspection team

Eileen Chadwick, Lead inspector

Additional inspector

Stephen Mellors

Additional inspector

Full report

Information about this school

- Hornbeam Primary School is average in size.
- The very large majority of pupils are White British and speak English as their first language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils eligible for pupil premium funding, which is additional funding provided for looked-after children, pupils known to be eligible for free school meals and children from families with a parent in the armed forces, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The deputy headteacher started at the school 18 months ago.
- The school provides before- and after-school clubs for its pupils.
- The school shares its site with a nursery but this is privately managed and was not inspected at this time. The inspection report for the nursery can be found on the Ofsted website.

What does the school need to do to improve further?

- Improve teaching to typically outstanding levels by ensuring that teachers:
 - raise the standards of spelling for lower-attaining pupils in Key Stage 1 through consistently showing pupils how to apply their knowledge of phonics when writing
 - provide more-able pupils with work in mathematics that is always sufficiently challenging so that they make the same good progress as their peers.

Inspection judgements

The achievement of pupils

is good

- Children enter the school in Reception with skills that are below the levels typical of their age, especially in communication and language. They make exceptional progress in Reception because adults' excellent knowledge of children's needs enables them to provide a rich array of experiences which are finely tuned to their needs. By the time pupils enter Year 1 they have reached average attainment in reading, writing and mathematical development.
- Pupils continue to make good progress in Key Stage 1. As a result, standards have risen in recent years. They were a little above average in 2013, and are continuing to improve. Current data and work in books indicate that Year 2 pupils are on track to achieve above-average standards, including in reading by the end of Key Stage 1.
- Pupils' rising attainment into Key Stage 2 means pupils are now far better prepared for their junior education than in the past.
- Pupils achieve well throughout Key Stage 2, their progress having rapidly improved, being above that of other pupils nationally in 2012 and 2013. As a result, pupils have made up ground lost earlier in their school careers as these pupils entered Key Stage 2 with low standards of attainment. Attainment at the end of Year 6 has been in line with the national average for the last two years.
- The school's assessment data, evidence from observations during lessons, and pupils' reading listened to by inspectors show that Year 6 pupils are on track to achieve above-average standards in reading and average standards in writing and mathematics by the end of the year. This represents excellent progress in reading and good progress in writing and mathematics compared with their low starting points in Key Stage 2.
- Improvements in the teaching of phonics, through staff training and systematic teaching throughout the school, have helped pupils to improve their reading and writing skills. By Year 2, pupils of all abilities have become keen readers and apply phonics well when tackling new words.
- Throughout Key Stage 2, pupils are ambitious readers and develop a real thirst for books, being encouraged to read a wide range of stimulating literature. The school provides outstanding opportunities for them to improve their own attainment through a programme of rigorous computer-based self-assessment.
- Pupils write imaginatively across many areas of the curriculum. The drive to improve their grammar, punctuation and spelling is bearing fruit, as pupils increasingly write more grammatically complex sentences and accurately punctuate their work. However, in Key Stage 1, lower-attaining pupils occasionally do not make enough progress in spelling because staff do not consistently help them to apply their phonics skills when writing.
- Throughout the school, pupils learn to apply mathematics well through their work in other subjects. Some extremely good learning was seen in Year 6 when pupils collected, recorded and analysed data after conducting science experiments to find out how light travels through different materials. However, progress in mathematics lessons is not always as quick. Occasionally, more-able pupils do not progress as well as they should when the work they are given is too easy.
- The progress of disabled pupils and those who have special educational needs is closely monitored. The school provides specialist teaching arrangements for them which ensures they make the same good progress as their peers.
- Assessment information for pupils eligible for the pupil premium shows they make similar progress to other pupils, and sometimes better. Their starting points have often been much lower than their peers' and the school's targeted extra help has ensured the gap between their attainment and their classmates is closing. In 2013, Year 6 pupils were about one year behind their peers in reading, writing and mathematics but they are currently just six months behind. Their attainment is in line with that of their peers throughout Key Stage 2.

The quality of teaching is good

- Teaching is typically lively, engaging and creative. It makes good use of a wide range of subjects and visits and practical work. Activities are well designed to broaden pupils' experiences and develop their knowledge and understanding. Activities are mostly well structured so that teachers build pupils' basic skills securely in lessons and over time.
- Teaching often captures pupils' attention, and activities are often placed within real-life contexts which motivates pupils to learn. For example, in a Year 6 lesson, pupils progressed very well when writing persuasively. The teacher taught the pupils the necessary skills so they produced good quality persuasive writing to stimulate interest in the products which they had created for a forthcoming mini-enterprise event.
- Leaders have worked hard with staff to promote good teaching of reading, writing and mathematics to enable pupils to build up their skills as they progress through classes. The school has revised the way it teaches phonics; teachers follow a consistent approach and the teaching in phonics lessons is at least good.
- Pupils learn quickly in phonics because teachers have strong subject knowledge and high expectations and set work at the right level for different groups of pupils. For example, lower-attaining pupils in a Year 1 class were seen making rapid progress because of skilled teaching of sounds and letters, including the way in which the work was adapted to suit everyone's different needs.
- Teaching in Reception is often highly effective and promotes rapid learning, including in literacy and numeracy. Inside and outside spaces are used extremely well to promote high-quality learning. Children were observed making excellent progress in using their knowledge of sounds and letters to write simple messages for their Mothers' Day cards. During role-play they quickly learned about simple mathematical measures when counting spoonfuls for their 'witches' brews'.
- Teachers assess pupils' knowledge and understanding well and use these assessments to track how well their pupils are doing over time. This school has effective systems to provide extra support to help those who need to catch up.
- Teachers usually provide stimulating work in mathematics which is suited to pupils' abilities. However, occasionally, teachers do not challenge more-able pupils sufficiently when the whole class learns together, and their progress then slows.
- Disabled pupils and those with special educational needs are well supported overall by teachers and teaching assistants. However, there are a few inconsistencies in Key Stage 1 for lower-attaining pupils in literacy, including those with special educational needs. On these occasions adults do not enable pupils to apply phonics well enough when writing, and this restricts their progress in spelling.
- Teachers rigorously check on pupils' progress and provide helpful comments in their marking, giving pupils good opportunities to correct their mistakes and learn from teachers' marking.

The behaviour and safety of pupils are good

- The behaviour of pupils is good, around the building and in the playground. The school is a calm and harmonious place where everyone gets on well together. Pupils take a great pride in keeping their school tidy. They are polite, keep themselves and their work neat and wear their uniform proudly.
- Pupils have good attitudes to learning, are keen to do well and disruption in lessons is rare. This is due to teachers' skilful management of pupils' behaviour, and their interesting lessons. Pupils make a strong contribution to their own progress by usually working hard but they occasionally become distracted when their work is not entirely suitable for their needs.
- Pupils develop their ability to share ideas, make decisions and work in teams. This happens particularly well through practical subjects such as art, design and technology and sport. Pupils are able to take some responsibility for their own learning and behave sensibly when not directly supervised by an adult.

- The school's work to keep pupils safe and secure is good. Rigorous systems are in place for the recruitment of new staff, and security of the premises is very tight. Pupils say they feel safe in school and that bullying is not an issue. They are adamant they could turn to any adult in school if they have any concerns, and teachers make them aware of how to keep themselves safe, including when using the internet.
- The very large majority of parents who responded to Parent View agree that behaviour is good, and felt that their children are kept safe.
- Attendance has recovered from a dip last year and is now in line with national averages. Expectations for further improvement are made clear to all. Senior leaders and governors ensure that everyone understands the need for good attendance, and take decisive action where necessary.
- The before- and after-school clubs are well attended and resourced, and pupils are well cared for. The clubs provide a happy and calm start and end to the school day.

The leadership and management are good

- The headteacher, ably supported by the deputy headteacher, provides strong and effective leadership. Leaders, staff and governors have high expectations of what the school and its community can achieve. The school successfully promotes equality of opportunity, fosters good relationships and tackles discrimination.
- The school's top priorities are to improve teaching and learning still further. Staff benefit from focused additional training, which includes sharing good and outstanding practice. Senior leaders check the quality of teaching rigorously by regularly observing lessons, examining pupils' work and providing constructive feedback. As a result, there has been a marked improvement in teaching, learning and achievement since the previous inspection.
- The local authority has reduced its involvement with the school, which is now light-touch, reflecting the school's good capacity to improve without outside help. The school has valued the support provided by the local authority and managed this well.
- The systems used to check how well individual pupils are doing are very thorough and teachers are fully involved in these reviews. This enables leaders and staff to evaluate how different groups and individuals are achieving and to improve provision where necessary. They recognise that more needs to be done to ensure more-able pupils consistently achieve as well in mathematics as they do in reading.
- Middle leaders' roles are developing well. They give good help to other teachers and check pupils' progress and work. They are beginning to take part in observing lessons across the school so they can have a stronger impact on helping to raise achievement.
- The headteacher and deputy headteacher manage the performance of staff well by setting challenging targets based on the progress of pupils and enabling staff to receive appropriate training. This means that teachers are held to account and any promotion is justified.
- Partnerships with other schools are well developed and those with parents are also good. The school has clear channels of communication that enable parents to be closely involved with their children's education, including helping their children to become successful readers.
- The broad range of subjects taught provides pupils with experiences which contribute to their spiritual, moral, social and cultural development very well. This includes many opportunities for pupils to experience a sense of wonder in art and design, physical science and the study of nature. Pupils have many worthwhile opportunities to practise their literacy and numeracy skills in different subjects.
- Sports funding has been sensibly allocated. It is being used to extend staff's expertise in teaching sport, to increase opportunities for inter-school competition and to offer more after-school sports clubs.
- **The governance of the school:**
 - Governors visit the school regularly and know the school well, including its strengths and areas for development. This is because they have a good understanding of the information showing

pupils' progress and use it to hold the headteacher to account for the quality of teaching and standards in the school. They have effective procedures to manage the performance of the headteacher and make sure pay rises for staff are deserved. They know the actions taken by leaders to improve the quality of teaching. Governors undertake training to help allow them to successfully fulfil their roles, including for checking the impact of the school's work on raising pupils' achievement. They carefully monitor the progress of pupils eligible for pupil premium funding and make sure that this extra resource is being spent wisely to raise their achievement. They also have suitable procedures for monitoring the impact of the new sports funding on pupils' health, well-being and sporting achievement. They ensure that statutory arrangements for safeguarding are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135133
Local authority	Kent
Inspection number	431025

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

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	John Utting
Headteacher	Paul Newton
Date of previous school inspection	10 July 2012
Telephone number	01304 374033
Fax number	01304 389451
Email address	office@hornbeam.kent.sch.uk

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



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

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

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

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

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

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

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

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

