

Horsington Church School

Horsington, Templecombe, BA8 0BW

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' attainment in reading, writing and mathematics at the end of Key Stage 2 is very high.
- Pupils make good progress in all subjects.
- Teaching is good across the school. Teachers motivate pupils about their learning. The best teaching encourages pupils to think deeply and produce work of a very high standard.
- The school's early years provision is good. Children learn well and make good progress.
- Pupils are extremely keen to learn. They take great delight in their work and achievements.
- The school's work to keep pupils safe is very robust and effective.
- Pupils' behaviour is outstanding. They are friendly and caring towards one another. Pupils understand why fairness and good treatment of others are important.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well through its teaching and strong moral ethos. Staff encourage pupils to explore moral issues and develop a deep sense of responsibility towards others.
- Leaders and governors have high expectations of staff and pupils. They make sure that teaching and achievement are good and developing towards becoming outstanding.

It is not yet an outstanding school because

- Pupils' achievement is not yet outstanding. The attainment of pupils, including the most able, at the end of Key Stage 1 is not as strongly above national averages as their attainment at the end of Key Stage 2.
- Teaching is not yet outstanding. Teachers' written advice to pupils is not always as effective or detailed as that seen in the best examples.

Information about this inspection

- The inspector observed pupils' learning in five lessons and pupils' behaviour in the playground and at lunchtime. All five lessons were observed jointly with the headteacher.
- Discussions were held with pupils, two members of the governing body, the headteacher and other members of staff. A discussion was also held with a representative from Bath and Wells Multi-Academy Trust.
- The inspector observed many aspects of the school's work, including support for pupils who need extra help. He heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspector looked at a number of documents, including plans for the school's future development. He scrutinised the school's arrangements for keeping pupils safe, pupils' attendance records and minutes of governing body meetings. The inspector also looked at records of how pupils' learning is monitored and of how the quality of teaching is checked.
- The views of parents were taken into account through the 36 responses to the online Parent View survey and one e-mail message. The inspector also considered the 30 responses to the school's own survey of parental views.
- Staff views were taken into consideration by looking at 13 staff questionnaires and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is a below-average-sized primary school.
- Horsington Church School converted to become an academy school on 1 December 2013 and is supported by the Bath and Wells Multi-Academy Trust. When its predecessor school, Horsington Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils supported by the pupil premium (additional government funding for children known to be eligible for free school meals or looked after by the local authority) is much lower than the national average. There are very few disadvantaged pupils in the school.
- The proportion of disabled pupils and those who have special educational needs is much lower than in most other schools. There are very few of these pupils in the school.
- Most pupils are of White British heritage.
- Early years children are taught in one full-time mixed class of Reception and Year 1 pupils.

What does the school need to do to improve further?

- Improve the achievement of pupils to outstanding by:
 - making sure that the attainment of Key Stage 1 pupils, including the most able, is as strongly above national averages as their attainment at the end of Key Stage 2.
- Improve the quality of teaching to outstanding by:
 - ensuring that all teachers' marking offers the same high quality of advice to pupils as that seen in the best examples.

Inspection judgements

The leadership and management are good

- The headteacher, other leaders and governors enable good teaching to flourish and staff and pupils to feel valued. They plan and carry out effective actions to improve the school. As a result, pupils' achievement is good and their behaviour is outstanding.
- The school encourages pupils to consider moral issues in depth and develop their own informed opinions. Leaders make sure that pupils have very high levels of respect for different faiths, cultures and viewpoints. Such work guards against discrimination and promotes equal opportunities and pupils' spiritual, moral, social and cultural development very well.
- Subject leaders and senior leaders work effectively as a team. Subject leaders contribute well to the development of the school's curriculum. They have improved the way that subjects, notably phonics (linking letters to the sounds they represent) and writing, are taught. Subject leaders have also developed the school's approaches to marking and assessment. Their work has helped the headteacher raise expectations in the school.
- The school's curriculum is good. A wide range of subjects are linked together well through interesting topics, such as India, the First World War, and a Viking boat project. Teachers take pupils on exciting educational trips, such as to a local Tudor house and a nearby mosque. The school teaches pupils about democracy and promotes British values clearly. It makes sure that pupils are well prepared for life in modern Britain.
- Senior leaders monitor the quality of teaching efficiently and expect teachers to ensure that pupils make good progress. As a result, teaching has remained consistently good and is continuing to improve.
- The school makes good use of the pupil premium to provide extra teaching support for disadvantaged pupils. These pupils make good progress as a result.
- The primary physical education and sport premium is used effectively. The school makes good use of specialist staff based in a local sports college to develop teachers' skills and confidence in teaching physical education and increase pupils' participation in competitive sports.
- The school has developed good relationships with parents. A large majority of parents, who offered an opinion, thought that the school was well led. Many parents who talked to the inspector praised school leaders and commended the support that they received from the school.
- The school's safeguarding arrangements are very robust and meet statutory requirements. Leaders and governors make certain that all staff are regularly trained and understand proper procedures. As a result, staff are well placed to make sure that pupils are properly monitored and protected from harm.
- The academy trust has given good support to the school since it converted to become an academy school. It has helped leaders and governors raise expectations and compare the school's performance and practice against that of other schools.

■ The governance of the school:

- The governance of the school is good. The governing body is well organised and makes good use of individual governors' expertise. Governors carry out focused visits to the school to check the quality of teaching and other aspects of the school's provision. Governors have a good understanding of information about pupils' achievement and where it could improve. They make sure leaders manage teachers' performance well and that any pay awards are justified by good teaching. Governors also check that leaders give enough support to staff to enable their performance to improve further. Governors challenge leaders about all aspects of the school's provision and hold them to account well. However, the minutes of full governing body meetings do not always record governors' questions and challenges clearly.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils have a vast enjoyment of learning and strive to do the best they can. Pupils who spoke to the inspector were extremely enthusiastic about their work and achievements.
- Pupils' behaviour towards each other is exemplary. They look after each other and demonstrate very respectful and caring attitudes towards other people. They support one another's learning and value each other's achievement highly. Older pupils consider the needs of younger pupils and look after them very

well. The school's deeply held ethos promotes pupils' development of moral values very well.

- The school has very high expectations of pupils' behaviour and moral understanding. School records show that there has not been any evidence of bullying, racism or other forms of very poor behaviour.
- Pupils are courteous and well mannered in assembly and in the playground, and when moving around the school.
- Pupils who talked to the inspector showed a good understanding of different kinds of bullying. They also understood very well why it was important to behave fairly and avoid any forms of discriminatory behaviour. Pupils said that there was no poor behaviour in the school.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Attendance is consistently very high. There are no pupils that miss long periods of schooling.
- Leaders carry out extensive and robust assessments of any possible risks to pupils, both in school and when out on trips. Staff supervise pupils very well. Pupils use the school grounds and resources very sensibly and with much care.
- The school promotes e-safety very strongly, including with regard to mobile devices. Pupils who spoke to the inspector could explain how to avoid risk and praised the school's e-safety teaching.
- Teachers engage older pupils in thought-provoking debates, such as whether Sikhs should be excused wearing motorcycle helmets because of their religious beliefs. Pupils develop sensitivity towards people with different world views to their own through such discussions. This work gives pupils early protection against any extremist ideas about the world that they might encounter in later life.
- A large majority of parents who offered an opinion thought that their children were safe, happy and well looked after at the school. Many parents who talked to the inspector praised the school for providing a safe and caring environment for their children.

The quality of teaching

is good

- Teaching is good across the school. Current pupils make good progress in reading, writing and mathematics as a result.
- Some teaching, particularly in Years 5 and 6, encourages pupils to explore and develop their work in great depth. Pupils' learning and progress are at their strongest at these times.
- Teachers have high expectations and challenge their pupils well. This contributes to the good progress and high attainment of pupils, especially at the end of Key Stage 2.
- Teaching assistants support individual pupils with particular learning needs well. They join the teachers in giving pupils clear explanations and spoken guidance.
- The school teaches mathematics clearly and effectively. Pupils make good progress in the subject as a result.
- The school has revised how it teaches phonics and reading. Younger pupils' attainment in phonics has improved because of this, and Key Stage 2 results in reading are very high. Pupils who spoke to the inspector clearly enjoyed reading.
- The school has also improved its teaching of writing. Pupils develop their drafting and editing skills more effectively than they did previously. Pupils now make as much progress in writing as they do in reading and mathematics.
- A large majority of parents who offered an opinion thought that their children were taught well.
- The best marking seen in pupils' books is highly sophisticated and very effective. It gives pupils very clear and precise advice about how to improve and deepen their work. However, not all marking offers pupils such detailed advice.

The achievement of pupils

is good

- Pupils achieved very high standards in reading, writing and mathematics at the end of Key Stage 2 in 2014. Current Year 6 pupils' work is also of a very high standard.
- Pupils' attainment compared to national averages is not as high in Key Stage 1 as it is in Key Stage 2. This is because teachers' marking has not always given pupils clear advice about how they could improve their work. However, school leaders are currently working on strengthening marking and making it more consistent across the school.
- Pupils' attainment at the end of Key Stage 1 in 2014 was above average in writing. However, it was

slightly lower than average in reading, and in mathematics at the higher levels. However, the school has revised its teaching of these subjects. As a result, current Year 2 pupils' reading and mathematics are of a higher standard than that seen last year.

- All groups of pupils currently in the school make good progress in reading, writing and mathematics. This is an improvement over previous years, when progress in writing was not always fast enough.
- There are very few disadvantaged pupils in the school. This means that it is not possible to generalise about their achievement compared to that of other pupils. However, these pupils make good progress in all subjects across the school.
- The progress of the few disabled pupils and those who have special educational needs is good. This is because the school identifies and provides the support that individual pupils need.
- The most-able pupils attain very highly in all subjects at the end of Key Stage 2. However, their attainment is not as strong at the end of Key Stage 1. This is because the written feedback given to these pupils varies in its precision and effectiveness. The most-able pupils make good progress in reading, writing and mathematics across the school.
- A large majority of parents, who offered an opinion, thought that their children made good progress.

The early years provision

is good

- Children's achievement is good. Their attainment at the end of Reception in 2014 was slightly below average, but this reflected good progress from their starting points. Children currently in the school also make good progress. This means that children are well prepared for Year 1 by the time they leave the Reception Year.
- Parents and early years staff have good working relationships. The school uses 'wow' cards and home-school books to enable parents to share children's achievements from home.
- Early years' behaviour is good. Children enjoy learning and listen well. They work and play happily together. They are polite and attentive in lessons and in assembly.
- Staff ensure that children are kept safe. They keep the early years grounds safe and teach children how to use equipment safely and with care.
- Early years' teaching is also good. Staff give children a good level of challenge. They ensure that children learn well when working independently and with adults.
- The early years leader assesses children's skills accurately and regularly. She uses her understanding of individual children's needs to plan their learning carefully and effectively.
- Early years' leadership is good. The early years leader has improved how phonics and writing are taught in the Reception class. As a consequence, children currently in Reception are attaining more highly than children who previously attended this part of the school.
- Children's books show good progress across the range of subjects. However, staff do not record how children could develop their learning further.

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	140456
Local authority	Somerset
Inspection number	450357

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair	Helen Smith
Headteacher	Ian Rumbelow
Date of previous school inspection	Not previously inspected
Telephone number	01963 370358
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