

Inspection of a good school: Horningsham Primary School

Church Street, Horningsham, Warminster, Wiltshire BA12 7LW

Inspection date: 25 November 2021

Outcome

Horningsham Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school and attend regularly. Pupils behave well and are kind to each other. Leaders have a high regard for the safeguarding of pupils. They think carefully about the detail. The safe arrival and departure of pupils is one such example.

Leaders have very high expectations and pupils respect these. Pupils engage enthusiastically with their learning and there are no low-level disruptions.

Everyone in this tightly knit school community works together in harmony. There is a purposeful, happy and productive buzz in the school from the start to the end of the day. Bullying is very rare. When, on occasions, pupils fall out with friends, leaders are quickly aware and take prompt action to address any concerns.

Pupils take on challenges to support others and invest time in good causes. Pupils attend a range of after-school clubs to enrich their learning at the school, including board games, sports, choir, and topical Christmas crafts.

What does the school do well and what does it need to do better?

Leaders have put in place curriculum plans for every subject. Teachers' planning also takes into account the mixed-age classes with meticulous consideration. Teachers have used assessment effectively in order to identify where pupils have fallen behind due to the impact of the COVID-19 pandemic. They have amended plans accordingly, and this has supported pupils' writing and their understanding of mathematics.

However, in a few subjects, there has not been enough consideration of which concepts are the most important for pupils to learn so that they are ready for their next steps. Equally, pupils are not always clear about what they have learned before and how new learning will help in the future.

Leaders have reinvigorated the teaching of reading for pupils and staff. Pupils have made a secure start in reading because of the strength of the teaching of phonics. Weaker

readers progress swiftly to more fluent reading as a result. Leaders think carefully about the books that teachers read to pupils to enhance vocabulary and wider knowledge. The selection of books available for older pupils is supported with clear guidance on which ones are most suitable, according to how well pupils read. When pupils read together, they learn how to deepen their understanding of a writer's craft and meaning.

Disadvantaged pupils and those pupils with special educational needs (SEND) have their needs met effectively. Leaders involve them in the full range of schooling, including residential trips. Teachers consider pupils' needs wisely. As a result, pupils with SEND and disadvantaged pupils are making progress in the different subjects alongside their peers.

Children in Reception follow school routines with ease thanks to the clear guidelines given by staff. Their learning journey begins well. Staff and pupils are strong role models, which helps younger children to settle into learning rapidly. Children are gaining proficiency in many aspects of their development because of well-planned activities. Older pupils play sensibly with younger pupils and show a responsible attitude towards them.

There is a very clear understanding of right and wrong within the school. Pupils develop a mature understanding of faith and culture. This helps them to value diversity. Pupils reflect on who they are and where they fit in. They gain awareness of society locally, nationally and internationally. Pupils speak with confidence about their knowledge in these fields.

Pupils have many opportunities to take on responsibility within the school. They apply for some positions and leaders appoint them to others. Consequently, every pupil, including those who are shy about putting themselves forward, knows that rewards come in a variety of ways. Every Year 6 pupil holds a leadership position. They receive training in leadership skills to manage this task effectively.

Teachers appreciate the empathy shown by leaders and governors about workload issues. When deciding on strategies to support pupils' learning, leaders are mindful of the impact on staff. The transparent and valuable communication from the headteacher ensures that teachers give of their best for pupils every day.

Safeguarding

The arrangements for safeguarding are effective. Recruitment checks are secure and up to date.

Staff have received training on the latest aspects of 'Keeping children safe in education 2021'. Leaders have considered ways to respond age-appropriately to Ofsted's review of sexual abuse, such as through online safety and developing pupils' understanding of healthy relationships. Leaders work with external agencies to ensure the safety of the most vulnerable pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not mapped the content and sequencing of the curriculum with enough consideration. Consequently, it is not clear precisely what pupils should know and when. Leaders need to review the curriculum in these subjects so that pupils build on prior learning effectively and deepen their understanding of subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in September 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	126199
Local authority	Wiltshire
Inspection number	10200051
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair of governing body	Bob Grove
Headteacher	Carole Andrews
Website	www.horningsham.schnet.org
Date of previous inspection	20 September 2016, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered provider as an alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the assistant headteacher, who is the special educational needs coordinator, and governors. The lead inspector made a telephone call to the school improvement adviser.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning, listened to pupils read and looked at samples of pupils' work.

- The lead inspector looked at recruitment practices and checks. In addition, the lead inspector spoke with the designated safeguarding lead. Inspectors spoke with staff about their training in safeguarding, and they spoke to pupils.
- Inspectors took account of responses to Ofsted's online survey, Parent View, including free-text responses, and the staff's and pupils' surveys.

Inspection team

Kathy Maddocks, lead inspector

Her Majesty's Inspector

Sarah Favager-Dalton

Her Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022