

# INSPECTION REPORT

## **WEST HORNDON PRIMARY SCHOOL**

Brentwood, Essex

LEA area: Essex

Unique reference number: 114921

Headteacher: Mrs V. Wakeham

Reporting inspector: Miss Savi Ramnath  
21334

Dates of inspection: 30<sup>th</sup> June – 1<sup>st</sup> July 2003

Inspection number : 247510

Short inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Thorndon Avenue West Horndon Brentwood Essex
Postcode:	CM13 3TR
Telephone number:	01277 811741
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Ivy Bourne
Date of previous inspection:	8 <sup>th</sup> December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a small, community school situated in West Horndon in Essex for pupils aged between four and 11. There are currently 115 pupils on roll organised in 6 classes. Two of these are a LEA designated enhanced provision for pupils with specific speech and language difficulties. Three of the four mainstream classes have pupils of mixed-ages. The school draws pupils from a wide area with around eight per cent of pupils eligible for free school meals, which is below average. Ten pupils in the mainstream classes have been identified as having special educational needs, a proportion below the national average. However, the percentage of pupils with a statement of special education need is well above the average for schools of this type as it includes the 16 pupils in the speech and language provision.

A very small number of pupils are of minority ethnic origin but no additional support is required. Attainment on entry to the school is varied and is broadly average. Since the last inspection, there has been major refurbishment of the accommodation and a significant number of staff changes.

### **HOW GOOD THE SCHOOL IS**

This is a good school with many strengths. Good teaching helps pupils to achieve well and the standards of their work in English, mathematics and science are above national expectations. Pupils' very good behaviour and the very good relationships they have with each other contribute to a positive learning environment. The headteacher, ably supported by the deputy headteacher, leads and manages the school well. In view of the high cost per pupil, the school gives satisfactory value for money.

#### **What the school does well**

- The school's commitment to high standards throughout the age range culminates in pupils achieving well above the national average in English, mathematics and science by the ages of seven and eleven.
- It provides good quality teaching in English and mathematics. This is having a positive impact on standards.
- The quality of provision in the Foundation Stage<sup>1</sup> is good, so children make a very good start to their education.
- The headteacher and staff work closely together to lead and manage the school effectively.
- Pupils with special educational needs are identified well, given effective support and they make good progress in both the speech and language classes and in mainstream classes.
- Provision for pupils' spiritual, moral, social and cultural development is very good and this results in pupils' positive attitudes, good behaviour and very good relationships.

#### **What could be improved**

- The presentation and marking of pupils work.
- The role of the governing body by ensuring that all members effectively share in the knowledge of the life and work of the school.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since its previous inspection in December 1997, the school has achieved a good level of improvement. It has successfully tackled areas for improvement identified at the previous inspection. The curriculum has been reviewed and 'curriculum maps' have been introduced for all subjects which provide useful guidance for planning. The school has developed some good systems for assessing pupils' attainment and progress. Where good assessment occurs, teachers use this information well to guide future planning and teaching. Although staff with management responsibilities are appropriately involved in planning for the school's development the involvement of governors in this process remains limited and there is still no long-term plans for the development of the school. The curriculum for geography is now satisfactory and meets requirements. In addition the school has successfully raised standards across the curriculum. The results of the National Curriculum tests for pupils aged 11 in English, mathematics and

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<sup>1</sup> Foundation Stage: education before pupils enter Year 1, i.e. in the Nursery and Reception classes

science have improved since 1997. They have been well above average for schools nationally. Improvements here have brought the school three national awards for achievements. Provision for ICT has been greatly improved. All pupils have a weekly lesson in the ICT suite and there are computers in every classroom. This means that standards in ICT are now at least average and progress is at least satisfactory. Good leadership and a shared commitment amongst staff mean the school is well placed to achieve further improvements.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average<sup>2</sup> point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools <sup>3</sup>
	2000	2001	2002	2002
English	B	B	A	A
Mathematics	A	B	B	A
Science	A*	B	B	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

*Note: Only a small group of pupils takes the tests each year, so trend over time and comparisons with results nationally should be treated with caution. In 2002, 14 pupils in Year 6 took the tests and 18 in Year 2.*

National Curriculum tests results for pupils in Year 6 show slight variation over recent years. Although over the past three years standards have fluctuated they have remained above the national averages in the three core subjects. In 2002, the school's targets for raising standards in English and mathematics were met in both subjects. The school continues to have high expectations and challenging targets have been agreed for 2003. For pupils at the end of Year 2 the results in the 2002 national tests when compared with all school were average in reading and mathematics and below average in writing. The teacher's assessment in science suggests that pupils' performance was average when compared with all schools. However, the inclusion of four pupils from the speech and language classes masks the good results attained at the end of Year 2 for pupils in the mainstream class. Standards in this class were well above national expectations in reading, writing, mathematics and science. Although test results at the end of Years 2 and 6 in 2002 indicate that girls performed better than boys, inspection evidence shows little difference in the current performance of boys and girls.

Attainment on entry to the school is normally average, though the attainment of one child in a small cohort can cause statistical fluctuations from year to year. Inspection evidence indicates that children in the Foundation Stage achieve well. Most are on target to exceed the standards expected (the Early Learning Goals) by the end of the Reception year in personal, social and emotional development, and language and mathematical development. The standards of work seen for the current Years 2 and 6 pupils are above expectations in English, mathematics and science. Pupils with special educational needs achieve well and make good progress. The school has a register of pupils identified as gifted and talented and the needs of these pupils are met well.

<sup>2</sup> Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

<sup>3</sup> Similar schools are those that have a similar proportion of pupils eligible for free school meals



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	<b>Very good.</b> Pupils like coming to school and are well motivated and keen to succeed. They are interested in what they do and are proud of their achievements.
Behaviour, in and out of classrooms	<b>Very good.</b> Pupils behave very well in lessons and around the school. They have a clear understanding of the school's high expectations of behaviour.
Personal development and relationships	<b>Very good.</b> Relationships at all levels are very good. Pupils develop a good sense of independence and responsibility.
Attendance	<b>Satisfactory.</b> Attendance is in line with the national average. However, many parents take their children out of school for holidays, which disrupts their education.

## TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 to 2	Years 3 to 6
Quality of teaching	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The overall quality of teaching is good. Teachers use a good range of teaching techniques and in lessons make it very clear to pupils what they are expected to learn. Work is usually challenging and this ensures that higher attaining pupils make the progress that they should. Teaching in the Foundation Stage is consistently good giving children very good opportunities to learn through a wide variety of carefully structured and imaginative experiences.

In English, mathematics and science the good quality of teaching is having a positive effect on standards.

Pupils with special educational needs receive good teaching and a good level of support from learning support assistants. As a result, they made good progress and achieve the targets set for them in their individual education plans.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	<b>Satisfactory.</b> Learning in lessons is well supported by a very good range of activities outside of lessons. These include a very good range of clubs and visitors and educational visits.
Provision for pupils with special educational needs	<b>Good.</b> Pupils' individual education plans are based on good assessment of their learning needs. Teachers and learning support staff provide good support.
Provision for pupils' personal, including their spiritual, moral, social and cultural development	<b>Very good overall,</b> with a particular strength in the way teachers promote pupils' moral development Pupils have very good opportunities to develop their spiritual awareness and social skills. Opportunities provided to promote pupils' cultural development are good.
How well the school cares for its pupils	<b>Good.</b> Overall, procedures for child protection, first aid, and health and safety are appropriate. Staff know the pupils well as individuals and work hard to ensure their welfare. Good assessment procedures are in place in English, mathematics and science and information is well used to support

	planning and to ensure that the work is well matched to pupils' needs and levels of attainment.
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There are good links with parents. Parents are kept satisfactorily informed about what is taught and the progress their children make.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	<b>Good.</b> The school is led and managed well. The headteacher, ably supported by the deputy headteacher, has established a very positive climate for learning in the school. A dedicated team of teachers works well together, sharing responsibilities.
How well the governors fulfil their responsibilities	<b>Satisfactory.</b> Governors are very supportive of the headteacher. Many are new and do not yet have a clear understanding of the school's strengths and weaknesses. Their role in monitoring the curriculum and the work of the school is developing.
The school's evaluation of its performance	<b>Good.</b> There is rigorous analysis of standards; frequent checking of the progress towards meeting targets in the school development plan and regular observations of teaching.
The strategic use of resources	<b>Good.</b> Careful planning results in good use of resources. Financial planning and day-to-day financial management of the school ensures all spending decisions follow the principles of best value. The school has a three-year budget plan to ensure that its current level of expenditure is sustainable.

Staffing levels and deployment are very good and the school maintains the very good accommodation and resources well.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parents returned 70 questionnaires (61per cent of those sent out) and 15 parents attended the pre-inspection meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school has high expectations of their children and they make good progress.</li> <li>• The school has a positive effect on children's and attitudes and achieves good standards of behaviour.</li> <li>• The teaching and management in the school are both good.</li> </ul>	<p>A small number of parents wanted improvement in</p> <ul style="list-style-type: none"> <li>• The range of activities outside lessons [15%]</li> <li>• The way the school works with parents and complaints [13%]</li> <li>• The homework provision [12%]</li> </ul>

The inspection team support the positive views expressed in both the questionnaire responses and at the meeting with parents. It does not share their concerns about the range of extra-curricular activities provided by the school, as this is much better than that found in most primary schools. The team finds that homework is used satisfactorily to support learning. The inspectors believe that the school provides good opportunities for parents to discuss their child's progress. The inspection team could not become involved in individual parental complaints, but there is no doubt that a small minority of parents are still not satisfied with a number of issues. The school is keen to rectify this.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The school's commitment to high standards throughout the age range culminates in pupils achieving above the national average in English, mathematics and science by the end of Year 6.**

1. In 2002, national test results for pupils in Year 6 showed that standards, as measured by average points score, were well above the national average in English and above average in mathematics and science. When compared with similar schools, (those with a similar proportion of pupils eligible for free school meals) standards are well above average in English and mathematics and above average in science.
2. National test results for Year 2 pupils for the same year show that standards were average in reading and mathematics but well below average in writing. Results are below the national averages because they include the results of four pupils with language and communication difficulties who are taught in speech and language classes. However, test results for the mainstream children are very favourable and are well above average in reading, writing, and mathematics. The teachers' assessments in science showed average standards when compared with all schools, as well as similar schools. However, the mainstream children achieved standards well above average in science. Test results for 2002 indicate some differences in the performance of boys and girls at the end of both Years 2 and 6. Although girls did better than boys in the tests, in the work seen during the inspection there was no evidence of this. Caution should be taken in interpreting these statistical results, as the cohorts taking the tests were always less than 20.
3. Despite the small number of pupils in each year group, the school uses its performance data well to set targets for raising standards in English, mathematics and science. As a result of data analysis and teacher assessments, appropriate targets have been set for Year 6 pupils for 2003 and the school is likely to achieve them.
4. Pupils' achievements (the progress they make in relation to their initial attainment) for the present Years 2 and 6 pupils is good in English, mathematics and science and have improved since the last inspection. Overall, pupils are keen to learn and give of their best.
5. Work seen during this inspection shows that pupils in Years 2 and 6 are achieving above national expectations in English. Most pupils in Year 2 speak with clarity, using a wide vocabulary as demonstrated when giving a presentation for visitors who are interested in specific aspects of the village. Through good discussion Year 6 pupils develop a wide and expressive vocabulary, share ideas and give well-considered reasons for their evaluation on the blurb for a television presenter for a holiday programme. All pupils enjoy shared reading times in the literacy hour where materials are well chosen for their high interest and carefully graded for difficulty. As a result Year 2 pupils read confidently, fluently and with good expression. By Year 6, most pupils, have acquired a range of reading strategies that enable them to tackle texts of increasing complexity, and higher attaining pupils confidently talk about the plot and characters and show a good understanding of elements such as inference and deduction. Pupils' research skills are good. They have the skills required to find books in the library and are developing the appropriate skills of skimming and scanning that enable them to find the required words and information in a passage. Pupils in Year 2 write effectively for a wide range of purposes, using language in interesting and effective ways. In Year 6, pupils experience a wide range of types of writing including stories, poetry, explanations, letters and arguments. Many pupils express themselves well in writing and organise their writing well into

coherent paragraphs, which are fluent and neatly presented in their 'Topic Books'

6. In mathematics, standards are well above the expected levels. By the end of Year 2, the pupils' understanding of number is particularly strong. Almost all have a good grasp of the place value of digits, which allows them to carry out a range of calculations with numbers up to 100. The skills of multiplication, division and work with fractions are well established. By the end of Year 6 pupils accurately measure to the nearest degree, understand the relationships between fractions and decimals and use their understanding of place value to multiply and divide whole numbers and decimals with accuracy. Throughout the school pupils have few opportunities to investigate and solve mathematical problems. There are plans to develop this area next year.
7. Standards in science are above expectations and by the end of Year 2 pupils make good gains in most aspects of the science curriculum. By the end of Year 2 most use scientific vocabulary with increasing confidence and understanding and make good progress in their investigative skills. For example, they investigate whether coke, tea, lucozade or water is the best liquid to promote the growth of cress seeds. Many make secure predictions about which materials would make the best car launcher showing by their comments that they have a good understanding of a fair test. In Year 6 pupils have a good knowledge of all aspects of the life processes, such as the functions of the human circulatory system and correctly explain why some materials are better conductors of electricity than others. However, opportunities to develop and extend pupils literacy skills are limited because of an over use of worksheets. The use of information and communication technology as a tool to support work or to improve presentation in science is developing.

**It provides good quality teaching in the core subjects of English and mathematics which is having a positive impact on standards.**

8. The teaching of English is good with some examples of very good teaching. This high standard of teaching is having a very positive impact on pupils' learning especially in Year 6. Teachers have a secure understanding of the National Literacy Strategy. Where teaching is very good relationships with pupils are very good and expectations of work and behaviour are high, which lead to a good level of response from pupils. Teachers' questioning is brisk, challenging and meets the needs of all pupils. Consequently, pupils of all levels of attainment in Years 5 / 6 lesson showed very good understanding of using persuasive devices when writing a page for a holiday brochure. In this lesson, the teacher showed great expertise and subject knowledge that enabled him to challenge the pupils to consider how using snappy slogans, powerful adjectives and exaggerated phrases can persuade an audience to book a holiday. The brisk pace and passion of his delivery enthralled pupils who listened attentively and were keen to contribute. All pupils including those with special educational needs achieved well.
9. The teaching of mathematics is good. Teachers organise a range of activities that support the development of mathematical skills. Consistently good or very good teaching increases the rate of pupils' progress. In a very good Years 1/ 2 lesson, the teacher carefully explained how to organise information collected on household waste in a simple graph. Pupils were very well taught how to number the 'vertical' axis and the importance of a title. The clarity of explanations, and the use of the whole class session, ensured that pupils understood the processes involved. The individual work that followed was very effective in meeting the different levels of attainment in the class, and all pupils experienced success at their own level. The group of younger lower attaining pupils were particularly well supported and achieved very well. Good assessment during the lesson helped the teacher to appreciate that the pupils were less confident in ' numbering' the vertical axis. In a good Years 5 / 6 lesson, pupils were well challenged and made good progress in solving problems on capacity using information and communication technology. The very good subject knowledge of the teacher supported the pupils' problem solving techniques by gradually posing more challenging problems.

**The quality of provision in the Foundation Stage is good, so children make a very good start to their education.**

10. Since the last inspection, the quality of the curriculum has improved and children now have access

to a broad and rich curriculum planned in line with Early Learning Goals (the national goals set for children of this age). There is a secure play area. This is spacious, including a grassed area; tarmac area and climbing apparatus appropriate for young children.

11. Overall children's attainment on entry to the school is broadly average. By the end of the Reception Year the majority of them exceed the expected standards in personal, social and emotional development communication, language and literacy and mathematical development. Their early writing skills are at the level expected.
12. The quality of teaching is good with some very good practice. As a result, children learn well. Staff have high expectations of what the children will achieve. They enthuse and motivate the children to work hard and learn new skills. All work is highly valued. Throughout the sessions there is a constant focus on language development and activities are well planned to stimulate the imagination of children. Where teaching is very good, lessons are well planned and a wide range of activities is organised to meet the needs of all children. Tasks are clearly presented so all know exactly what they are going to do and learn. The teacher has a secure knowledge of not only how young children learn but also of the curriculum. This was well demonstrated when exploring the local environment using the senses. In this session appropriate scientific vocabulary, that was easily understood, was introduced and new words were clearly explained. Information about the senses and mini beasts was imparted in a lively and stimulating way, which engaged pupils' interest and motivated them well. This led to pupils making very good progress during the lesson. In all lessons teachers encourage children to talk about their experiences and ideas, and they use praise and ask questions effectively to encourage those who are less confident. This has a positive impact upon the rate of children's learning and helps them to learn effectively. The teaching of basic skills is good and children take part in the school's literacy and numeracy programmes, which have been adapted for this age group.

### **Personal, social and emotional development**

13. The high priority given to children's personal and social development is very effective. Children are encouraged to be independent and make choices about their activities. They make good progress and by the end of the Foundation Stage the majority exceed expectations. The caring and friendly yet firm manner of the teacher has a positive impact on behaviour and attitudes to learning. They have learned the importance of classroom routines such as lining up, listening quietly to the teacher or putting their hands up when they want to contribute to a discussion. They respond well when following instructions and are keen to contribute ideas during class and group discussions as seen when talking about the different senses and objects they identified during their sensory walk. Activities are well-organised to develop children's independence and they have learnt to select activities, work at the task until they have finished it and tidy things away when asked. They have good relationships with adults and other children.

### **Communication, language and literacy**

14. By the end of the Foundation Stage, children exceed the expected standards for children of this age in speaking and listening, and early reading skills. In their early writing skills standards are in line with expectations. The good emphasis on speaking and listening activities ensures that all the children make good progress. Teachers successfully encourage the quietest children to respond to questions while the others listen attentively. Overall, children listen well for extended periods. They very much enjoy listening to stories and sharing books. When listening to the story "The Dream" during guided reading session children listened attentively and were absorbed. They enjoyed joining in and "reading" the appropriate sections in the text and their comments showed that they understood the plot. Adults introduce books well and children know that print tells a story, confidently handle books correctly and often use the pictures to retell the story. Their knowledge of initial sounds is good and the higher attaining children easily identify blends such as 'th' and 'ch' and know how to put letters together to form words. Most higher attainers make good progress in reading skills and are well on the way towards becoming independent readers by the end of the Foundation Stage. Children take reading books home regularly and parents are pleased to be involved. Reading records are well maintained. When they write, children know that print goes from left to right and

write simple sentences independently using recognisable and clearly formed letters. Many use pencils with confidence when writing their answers to questions such as '*What did he eat to make himself better?*' and '*What did he build around himself?*' linked to the story of The Very Hungry Caterpillar. Many accurately spell simple words such as 'pen', 'bag', 'cup', 'book' without adult support and are beginning to use full stops and capitals letters accurately.

### **Mathematical development**

15. Most children attain standards that exceed the level required by the national Early Learning Goals particularly in early number work. Many confidently recognise numbers to 20 and perform simple addition and subtraction activities. Number games are thoughtfully planned and help children to use their initiative and develop social skills, for example when they roll a dice and count on in two's. Earlier work indicates that more able children handle numbers competently and identify missing numbers between one and 20. Children accurately match numbers and shapes; sequence patterns and nearly all correctly form numerals. They confidently name squares, triangles and circles and identify identical shapes in a picture and recognise three-dimensional shapes such as cube, cone and sphere. They are aware of concepts such as 'shortest' and 'tallest' when measuring the tallest and shortest person in the class using non-standard measures. All children learn to sort equipment according to criteria such as colour, shape and size and explore concepts of capacity and measures when they use sand and water and fill containers with various items. Most children know the month of their birthday and can name the days of the week. They make satisfactory use of ICT to support their mathematical development.

**Pupils with special educational needs in mainstream are identified well. All pupils with Special Educational Needs are given effective support and they make good progress in both the speech and language classes and across the school.**

16. Arrangements for pupils with special educational needs are in line with statutory requirements. There is good provision made for pupils in mainstream classes who require additional support. Class teachers work together with the special needs co-ordinator to develop pupils' individual education plans and targets. Most targets are measurable but some are not precise enough. Pupils make good progress and there is a good level of support available across the range of difficulties. Most teachers provide good levels of individual and challenging work for the pupils in mainstream classes. Teachers and support staff are always sensitive and aware of individual needs, and there is good teamwork in lessons to include all pupils. Behaviour is good and parents are informed of all targets for pupils with special educational needs, and are encouraged to contact school if they have any queries regarding their child's individual progress.
17. Pupils with specific speech and language difficulties are well taught and make good progress in the two special classes. All pupils in these classes are following precise individual education plans. These are written in line with the recommendations outlined in their statements of special educational need and are regularly reviewed. This ensures that all adults who work with the pupils are fully aware of the specific and individual needs of each pupil and work is appropriately set which is fun and challenging. Work is well planned and covers the wide range of needs of each pupil.
18. Pupils in the younger class require more intense support and enjoy lively lessons in maths and English, where they are encouraged to share ideas and reflect on their learning. This creates a haven for them to learn effectively, without losing confidence or self-esteem as they try to improve their language, numeracy and literacy skills. Pupils are highly motivated and delight in showing how well they have learned to solve problems. When they join larger classes for assemblies, games, music and other activities, they feel included and answer questions with improved clarity and understanding.
19. Pupils in the older class are well used to practising their language skills using a Language Master, tape recorder and computer. They use copies of 'Detective Tilak' to show their improved listening and reading skills. This session also demonstrates how the small group setting for language work allows each pupil to show their individual skills, and difficulties, in speaking and listening without any fear of failure. They encourage each other in their shared reading, and also compete to improve their

sentence building using Oxford Reading Tree games. Assessments show that all pupils have made very good progress in reading and speaking and listening, and good progress in writing.

20. Teaching is well planned and organised, giving all pupils in the two classes good opportunities to show what they can do. Teachers set group and individual targets, linked to pupils' statements, so that they can assess pupils' progress regularly. Staff provide good role models in speech and language. They are well qualified and aim to improve their training, so that they can offer more help and advice to pupils who require alternative communication systems.
21. There is a well-qualified group of staff working with the pupils, including very experienced speech and language therapists. There is also contact from other outside agencies that contribute to meetings, give valuable advice and support and who work with parents of pupils with speech and language difficulties when necessary. The provision for all pupils with special educational needs is good. Resources are used creatively to enhance the learning environment. The wide range of support available prepares pupils well for their move back into full time mainstream classes before the end of Year 4. Currently, the classes are not full and as this is such a costly provision more placements for pupils at school action plus should be considered to maximise the level of support and expertise available.

**The headteacher and staff work closely together to lead and manage the school effectively.**

22. The headteacher manages the school well. She has a clear vision and commitment to achieve high standards. She is well supported by the deputy headteacher whose expertise complements hers and the partnership between them is good. Her approach to leadership has helped to forge a cohesive team with a common aim for all pupils to achieve good standards in a learning environment where pupils have equal opportunities.
23. The school's success in raising standards owes much to the headteacher's very skilful leadership. The way, in which the school uses the information that it gathers about pupils' standard, has improved significantly since the last inspection. Her involvement in establishing challenging targets and monitoring pupils' progress towards them leaves no one in any doubt about what is expected.
24. The high expectations and good management of resources have a direct impact on fulfilling the aims of the school. The headteacher and governors manage the school's financial resources effectively and consider carefully how to make the best use of funding. Overall, the school has a good capacity for further improvement.
25. The monitoring of teaching and learning is effectively carried out by the headteacher and to a lesser extent by the English, mathematics and science co-ordinators. In these subjects, pupils' work and teachers' plans are carefully scrutinised, test results analysed and some lessons observed. This has led to the identification of areas for improvement, which have raised standards in the core subjects. Overall the monitoring and evaluation of teaching and learning by subject co-ordinators remains underdeveloped.

## **WHAT COULD BE IMPROVED**

### **The quality of marking so that pupils have a clear idea of what they need to do improve their work and the presentation of their work.**

26. Although the pupils take pride in their work in their 'topic books' there are weaknesses in the standard of the presentation in their exercise books. Year 6 pupils still use pencil and do not consistently use their skills of joined script even though they have been taught the skills. They are prone to unsightly crossing out when they make mistakes. Teachers do not consistently insist on better presentation. In subjects such as science and mathematics, when precision and accuracy are important disciplines, work is not always well presented. There is an over-reliance on the use of worksheets, which not only has an adverse effect on presentation of pupils' work but also limits the progress of higher attaining pupils. Teachers' marking is not consistently applied across all classes or curriculum subjects. At its best, it provides pupils with the clear view of the achievements and information to target the next stages in their learning. Marking in these cases is both supportive and informative. Where marking is less effective, the process of setting targets and monitoring progress is not clear.

### **The role of the governing body by ensuring that all members effectively shares in the knowledge of the life and work of the school.**

27. The effectiveness of the governing body in fulfilling its responsibilities is just satisfactory. Members of the governing body have a good commitment to the school and confidence in the headteacher whom they support well. The chair of governors meets regularly with the headteacher and governors meet regularly to oversee the work of the school. Key governors are active and keen to use and extend their expertise. They visit the school on a regular basis and are kept informed by subject co-ordinators. However, the governing body is too reliant on these sources for information and has too few strategies for holding the school to account. At present governors do not yet fully understand the school's strengths and weaknesses well enough to help them guide the school forward more rigorously. Consequently, their involvement in the strategic management of the school remains underdeveloped.
28. The school has a clear process for planning its developments. Governors have limited involvement in drawing up the plan, which means that they miss out on important discussions about priorities for school improvement. However, the draft plan is fully discussed and agreed by all members of staff and governors. The current plan is detailed and the issues for development are clearly prioritised. Whilst the areas for improvement are appropriate the plan lacks a perspective beyond the current year to show that the school is taking a longer-term view for raising standards.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. West Horndon Primary School is a good place in which to learn. In order to build upon the many positive aspects of the school and further improve the standard of work and quality of the education provided, the governors, headteacher and staff in co-operation with the local education authority should:

- ❑ **Improve the quality of marking and the presentation of pupils' work by:**
  - ensuring that marking in the school is consistent between classes and across subjects and is used effectively to inform pupils of their achievements and provide them with a clear view of how they need to improve.
  - reducing the use of worksheets that excessively direct the pupils to the required outcomes. *[Paragraphs 26]*
  
- ❑ **Ensure that the governing body takes a strategic role in planning a longer-term view of the development of the school, and offers challenge and support in scrutinising its work and the standards achieved. *[Paragraphs 27, 28]***

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>		5	9	0	-	-	-
<b>Percentage</b>		35	65	-	-	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	115
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	16
Number of pupils on the school's special educational needs register	0	26

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

### Attendance

<b>Authorised absence</b>		<b>Unauthorised absence</b>	
	%		%
School data	5.1	School data	0.1
National comparative data	5.4	National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2002	12	6	18

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	10	10	10
	<b>Girls</b>	4	4	5
	<b>Total</b>	14	14	15
Percentage of pupils at NC Level 2 or above	<b>School</b>	78 (74)	78 (74)	83 (79)
	<b>National</b>	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	10	10	10
	<b>Girls</b>	3	5	5
	<b>Total</b>	13	15	15
Percentage of pupils at NC Level 2 or above	<b>School</b>	72 (79)	83 (79)	83 (84)
	<b>National</b>	85 (85)	89 (89)	89 (89)

*Percentages in brackets refer to the year before the latest reporting year.*

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2002	8	6	14

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	8	8	8
	<b>Girls</b>	6	6	6
	<b>Total</b>	14	14	14
Percentage of pupils at NC Level 4 or above	<b>School</b>	100 (82)	100 (82)	100 (94)
	<b>National</b>	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	8	8	8
	<b>Girls</b>	6	5	6
	<b>Total</b>	14	13	14
Percentage of pupils at NC Level 4 or above	<b>School</b>	100 (88)	93 (82)	100 (94)
	<b>National</b>	73 (72)	74 (74)	82 (82)

*Percentages in brackets refer to the year before the latest reporting year.*

**Ethnic background of pupils****Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	111	0	0
White – Irish	1	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

**Teachers and classes****Qualified teachers and classes:****YR – Y6**

Total number of qualified teachers (FTE)	7.7
Number of pupils per qualified teacher	14.8 : 1
Average class size	19

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	73

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Financial information**

<b>Financial year</b>	2002-03
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	<b>£</b>
Total income	466 064
Total expenditure	542 776
Expenditure per pupil	4 890
Balance brought forward from previous year	115 664
Balance carried forward to next year	38 952

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out  
Number of questionnaires returned

105
70

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	3	3	0
My child is making good progress in school.	57	39	3	1	0
Behaviour in the school is good.	53	39	4	0	4
My child gets the right amount of work to do at home.	37	49	11	1	1
The teaching is good.	59	34	3	0	4
I am kept well informed about how my child is getting on.	36	49	9	3	3
I would feel comfortable about approaching the school with questions or a problem.	54	41	3	1	0
The school expects my child to work hard and achieve his or her best.	57	39	4	0	1
The school works closely with parents.	35	51	12	1	1
The school is well led and managed.	49	39	9	0	4
The school is helping my child become mature and responsible.	56	41	0	3	0
The school provides an interesting range of activities outside lessons.	33	41	12	3	12