



Horningsham Primary School

Inspection Report

Unique Reference Number 126199
LEA Wiltshire
Inspection number 282074
Inspection dates 13 October 2005 to 13 October 2005
Reporting inspector Laurie Lewin RISP

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

Type of school	Primary	School address	Church Street
School category	Community		Horningsham
Age range of pupils	4 to 11		Warminster, Wiltshire BA12 7LW
Gender of pupils	Mixed	Telephone number	01985 844342
Number on roll	65	Fax number	01985 844342
Appropriate authority	The governing body	Chair of governors	Mr Tim Hill
Date of previous inspection	15 November 1999	Headteacher	Miss Carol Andrews

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Introduction

The inspection was carried out by two inspectors.

Description of the school

Horningsham is a small village primary school. The pupils come from a mixture of private and rented accommodation in the village and surrounding area. Pupils start school showing attainment that is slightly above average. The proportion of pupils with learning difficulties is slightly above the national average and also above average for the proportion with statements of learning difficulty.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school feels it does a good job in helping pupils achieve well and gain an all-round education by the time they leave. Inspectors agree with this evaluation. The friendly 'big family' feel of the school is a special feature that ensures all pupils feel fully supported. Good teaching and a well enriched curriculum mean pupils enjoy learning and taking part in the wide range of activities the school has on offer. Strong support and guidance by staff ensure that pupils behave well and show good attitudes.

Children make an effective start at school and settle in rapidly as a result of the good provision for the reception age group. Teaching is good throughout the school so that pupils progress well in all classes. Those with learning difficulties and disabilities are well supported so that they progress at the same rate as their classmates. Processes for the school to evaluate its own performance are now firmly established. However, the school tends to be overly harsh in evaluating some areas of its effectiveness, and is aware of the need to fully involve all members of the school community in the process of school self-evaluation in the future. Although a good start has already been made, staff are aware of the need to involve themselves to a greater extent in the analysis of performance data.

In her short time in post, the new headteacher has got the staff working together as a highly effective and enthusiastic team so that there is good capacity for the school to continue improving rapidly. All issues from the last inspection have been fully addressed and the school now provides good value for money.

What the school should do to improve further

- Increase the rate of pupils' progress by involving staff fully in analysing performance data.
- Sharpen the capacity to improve even more by involving all members of the school community in considering what works well and what could be made to work better.

Achievement and standards

Grade: 2

All groups of pupils, including those with learning difficulties and disabilities, achieve well and make good progress as they move through the school. As with most small schools, the low numbers of pupils in each cohort means that standards vary each year, with, for example, the varying proportion of pupils with learning difficulties. The attainment of children starting school also varies a lot each year. It is currently slightly above average.

Good provision for the youngest children ensures they make a good start and progress well so that they often exceed the expected levels by the time they start Year 1. The good progress continues through to Year 2 where pupils attained well in this year's national tests for reading, writing and mathematics. Good progress continues throughout the junior classes and in the 2005 tests Year 6 pupils reached average

standards overall. The school's assessment information shows that the four pupils tested had made good progress since Year 2. The school's recent success in boosting the quality of pupils' writing and improving the support for pupils who need extra help with their learning have significantly strengthened the overall progress that pupils now make. These improvements have not had enough time to show their full impact on standards by the end of Year 6. Staff are successful in ensuring that pupils reach the challenging targets set for their performance in national tests.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They make good progress in their spiritual, moral, social and cultural development and gain a sensitive awareness about events in the world around them. Their considerate and reflective approach is shown, for example, through their suggestion that the school become involved in raising funds to help victims of the recent earthquake disaster in Pakistan. Pupils spoken to said that they enjoy school life because 'the school is like one big family where people help each other'. Pupils behave well, both in lessons and at playtimes. Older pupils take on extra responsibilities and act as the 'playtime squad', supporting and encouraging all pupils to behave well and giving sticker awards out to those they feel show good behaviour. The school council, with representatives from every year group, is proactive in making suggestions to improve aspects of school life. Year 6 pupils said 'the school council solves all of our problems ... we discuss everything and it's nice to know what's going on'.

Through the strong emphasis the school places upon healthy lifestyles, pupils have a good awareness of the need to eat healthily, and the need to keep fit. Pupils are developing skills which will benefit them in later life, including the ability to work in groups and cooperate with others and work with money in fund raising projects.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and this ensures that pupils achieve well and make good progress. Planning is consistently good and teachers take care to make sure that work is interesting and engaging. Teachers are particularly good at challenging different groups of pupils, which is no mean feat with the age and ability span in the classes. This means that all groups of pupils, including the more able pupils and those with learning difficulties and disabilities, move forward well. Pupils are especially complimentary about their teachers and say 'it's good because they explain things so that you understand'. Teachers and teaching assistants develop very good relationships with the pupils and this ensures that pupils participate in all activities with confidence. Classrooms are well organised with attractive displays that capture pupils' interest. There are good procedures in place to check how well pupils are doing. Teachers make

good use of assessment information to guide their lesson planning. More able pupils and those with learning difficulties and disabilities are clearly identified and have specially tailored programmes of work that successfully boost their learning.

Curriculum and other activities

Grade: 2

The school provides a good quality curriculum. Good provision for reception age group children ensures they make a good start to school life and settle in quickly. Throughout the rest of the school, a thorough and well planned curriculum ensures all subjects are covered in full. The school places a good emphasis on promoting personal, social and health education, including a wide range of activities to help pupils learn how to stay healthy, fit and safe. The curriculum meets the needs of all groups of pupils. Provision for pupils with learning difficulties and disabilities is good because of the effective programmes of work specifically designed to boost their skills. Pupils enjoy the wide range of good quality extra-curricular activities that the school provides. Links with the community, especially the very strong links with the nearby Longleat Estate, also significantly enrich the curriculum.

Care, guidance and support

Grade: 2

Good provision in this area ensures that all pupils are happy and successful and make good gains with their personal development. Staff know individuals well and provide good levels of care to meet their all-round needs. Teachers give pupils clear guidance about what they need to do to improve their academic skills. Pupils say they are confident to approach members of staff if they have any problems or concerns. There is good provision to ensure that pupils stay healthy and safe. Child protection procedures are fully established.

Leadership and management

Grade: 2

Good leadership and management ensure that the school keeps improving and that pupils achieve well. The recently retired headteacher has left a legacy of good leadership that has helped the school significantly improve its facilities in recent times. The speed with which the new headteacher has established her position is impressive. She has focused very precisely on the things that matter most in ensuring the school's continuing development and is already well advanced in helping the school build on its current assessment, self-evaluation and development planning systems. She has got all the staff working together as an enthusiastic and highly committed team. Governors carry out their roles effectively and are fully involved in all aspects of managing the school. A sound start has been made with establishing self-evaluation systems. The school recognises that some areas of the evaluation are not yet as precise and accurate as they could be, and that there is a need to involve all members of the school community in the evaluation process. Staff have become increasingly involved

in analysing assessment information and putting it to good use. However, they realise they need to develop their skills further in this area in order to increase further the rate of pupils' progress.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know how much we enjoyed coming to visit your school. Thank you for making us so welcome and helping us during the school inspection. We especially enjoyed hearing about your school council and how it is good at helping the school improve.

Here are a few of the most important things we want you to know:

- you try hard in lessons and show interest in the work
- you make good progress in the work that you do
- your school is a friendly place and your behaviour is good
- we think that you are good at carrying out responsibilities and the 'playground squad' do well with helping everyone behave in a friendly way at break times
- you like your teachers. You told us that they make your lessons interesting and explain things well. We agree with you
- we feel that the school does a good job of taking care of you
- we think that all of the adults at your school are working well together as a team
- we think your new headteacher has made a really good start and has lots of good ideas.

We think the school can become even better by making sure it involves you, your parents and all of the staff and governors more in the process of talking about things that work well and things that could be improved. We also think your teachers need to continue improving the way that they analyse test results to help you progress even more rapidly with your work.

Thank you again for being so helpful and friendly when we came to see you.