



# Horrington Primary School

## Inspection Report

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**Unique Reference Number** 123647  
**Local Authority** Somerset  
**Inspection number** 292733  
**Inspection date** 24 January 2007  
**Reporting inspector** Malcolm Greenhalgh

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

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<b>Type of school</b>	Primary	<b>School address</b>	West Horrington
<b>School category</b>	Community		Wells
<b>Age range of pupils</b>	4-7		BA5 3EB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01749 673516
<b>Number on roll (school)</b>	109	<b>Fax number</b>	01749 670685
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Liz Pardey
		<b>Headteacher</b>	H Gregory
<b>Date of previous school inspection</b>	1 October 2001		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a small rural school that has private pre-school provision on site. The large majority of pupils are White British. The number of pupils with learning difficulties and disabilities is below the national average. The social context of the school is favourable and pupils' attainment on entry is above average but does vary from average to above depending on each year group.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school that is well regarded in the local and wider communities. There have been some recent changes in teaching staff and pupils are making good progress and are achieving well in the Reception group and in Years 3 to 6. Satisfactory progress and achievement is made in Years 1 and 2. Standards, compared to the national averages, range from in-line to above depending on the make up of each year group. The headteacher and governing body have a good understanding of the school's strengths and weaknesses and have a sound plan in place to ensure the school improves the areas it has identified for development. Effective monitoring of what the school is doing also ensures that teaching is improving, and that groups of pupils who are not making as much progress as the school would like are given effective extra support. This is the case for some pupils in the Reception and Year 4 groups who are now making at least satisfactory progress. Information recorded about the rates of progress of different groups is not easily identified and not as readily available for analysis as it might be because the school's systems for data recording are not rigorous enough. Overall, the quality of teaching in the Foundation Stage and in Years 3 to 6 is good and satisfactory in Years 1 and 2. The school is making good strides to improve the way pupils learn and develop socially to ensure they are having a significant impact themselves on how well they do academically. Within this, the school is very conscious of the need to meet the individual needs of the pupils and provides a broad curriculum which goes beyond covering the National Curriculum requirements. There are many additional activities organised for the pupils to do outside lesson times which provide additional rich and diverse opportunities for them. This includes a wide range of extra-curricular activities, a good focus on healthy and safe lifestyles, contributions to communities in Ghana and Finland, encouragement for pupils to take a responsible role in school improvement matters and the development of key skills for pupils to make the most of their lives in the future. The pupils respond well to this provision and show a clear enjoyment of their time in school. Facilities and resources for pupils are very good and these are put to good use by the school. Overall, the school provides good value for money.

### What the school should do to improve further

- Raise standards in reading, writing and mathematics by the end of Year 2 so that they reflect good rather than satisfactory achievement.
- Improve the quality of teaching and learning in Years 1 and 2 by ensuring that all pupils are effectively challenged and make good progress in their lessons.

## Achievement and standards

### Grade: 2

Achievement is good. Standards, compared to the national averages, range from in-line to above depending on the make up of each year group. For example, the Year 6 group for 2005 had 21% of pupils with learning difficulties and standards were in line with

the national average; the 2007 year group has none and is expected to be above average. Pupils, including those with learning difficulties, make good progress and achieve well in the Reception group and between Years 3 and 6. Satisfactory progress and achievement is made in Years 1 and 2. The school had identified two significant groups of underachievers in the Reception group and in Year 4 but has provided good support for these groups who are now making, at least, satisfactory progress. There was a concern at the last inspection over the progress pupils made in the practical aspects of science. In recent years, pupils have made good progress in science with high proportions of them likely to achieve Level 5 in the present Year 6.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good as is the spiritual, moral, social and cultural development of the pupils. Pupils enjoy school very much and attendance is slightly above the national average. They especially enjoy the wide range of opportunities available to them, including good extra-curricular activities for sport, music and French. They have a good understanding of healthy lifestyles and enjoy their sporting activities. They feel safe and have the confidence to go to adults around the school if they have any problems. Discussions with the school council revealed that the pupils felt that almost all behaviour was good. They also felt that they were included in making decisions about things happening in the school and, as a result, collect money to help bring about the changes they want. They contribute to both the local and world communities by supporting local charities and supporting the activities with the communities in Ghana and Finland. Pupils are well motivated and articulate by the time they leave school and have good basic literacy and numeracy skills. They have a sense of curiosity, an enjoyment of learning and make a good case for their own ideas, all of which they will be able to make good use of in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. The strongest teaching is in Reception and for pupils in Years 3 to 6. Teaching for pupils in Years 1 and 2 is satisfactory. Pupils are attentive and well engaged in their lessons. They work effectively from a young age in small groups and respond well to questioning. For example, Years 5 and 6 pupils showed a good inquisitive nature when wanting to find out more about the 'wow' factor that incorporated the vicar's view of the definition of 'worship'. The teachers are also having a positive input into helping pupils to build their learning power effectively so that they take more responsibility for their own learning. Planning is generally very comprehensive and clearly identifies how the teachers meet the different needs of the pupils in the class. This is very evident for those pupils who the school

has identified for additional help. On some occasions, however, not all pupils are sufficiently challenged to ensure they make good progress during lessons.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. The school provides a broad range of activities across National Curriculum subjects and personal, social and health education. The list of subjects enjoyed by members of the school council was a long one! The school takes full advantage of specialist secondary teachers and of the skills the teaching assistants bring with them into school. Good links with the secondary school also ensures that the pupils have access to good learning resources which helps to enhance the quality of the curriculum. Additional activities, such as the opportunity for pupils to produce the school newspaper, add further depth to the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. This is a caring school where the pupils are all well known to the adults. The atmosphere is friendly and welcoming which helps to enable the pupils to feel safe and secure. Child protection and risk assessment procedures are fully met although the systems for recording the actions taken, for example a record of a letter home, are not thorough. Nevertheless, the school does much to enhance the safety and health of the pupils, provides plenty of opportunity for them to become involved in the school and the local community, provides many activities for the pupils to enjoy and prepares them well for their future lives. The school monitors the progress pupils make satisfactorily so that the underachievers identified are well supported. The assessments and analysis of the progress pupils make are not well recorded. Therefore, it is not easy to gain a clear picture of how well all the pupils are progressing, and information is not readily available for analysis.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, governors and staff have a good understanding of what the school does well and what it needs to improve further. The priorities in the school development plan do not tightly match those in the self-evaluation form but they do focus well on what the school needs to do to get better. The monitoring of teaching and the progress the pupils make provide an accurate picture of how things are and this enables the school to provide effective support for pupils and sound professional development for staff. The facilities the school has are very good, including a swimming pool and an information and communication technology suite. Overall, the school has made good progress since the last inspection and has good capacity to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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



## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

It was a pleasure to see you at the school during the inspection and to get the chance to talk to many of you whilst we were there. Thank you for your comments and contributions to our findings.

We agree very much with the views of your school council that you have a good school. It was very clear that you enjoy a rich variety of lessons and a lot of other activities the school provides for you. Teaching is generally good enabling you to learn well and to make good progress. The challenge in most lessons is about right to ensure you have to work hard. In Years 1 and 2, this is not always the case and, although the progress you make in these years is satisfactory, it is not as good as the progress you make in other year groups.

You are very much aware of how you need to live healthy and safe lives and this is very much down to the good care and guidance the school provides for you. However, the school should do better in making sure all staff are trained in the comprehensive recording of any racist incident. You make good contributions through the school council on how the school can get better and show a good deal of interest in other communities, such as in Ghana, and support charities whenever you are given the chance. Your spiritual development is good and I very much enjoyed the way that Years 5 and 6 pupils discussed the meaning of 'worship' with the vicar. You look after each other and behave well and this was something that the school council was keen to tell us. By the time you are of the age to leave school, we think that you have every chance to do well at your next school.

The headteacher, staff and governors know the school well and because of this the management of the school is good. They have plenty of discussions to decide what is best for the school to improve upon next. The systems the school has for tracking your progress are not recorded well enough so that important information is not easy to get at when it is needed.

We wish you every success for the future.