

Horndon-On-the-Hill Church of England Primary School

Inspection report

Unique Reference Number	115093
Local Authority	Thurrock
Inspection number	338508
Inspection dates	11–12 May 2010
Reporting inspector	Denise Morris

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Greg Wright
Headteacher	Susan Hughes
Date of previous school inspection	26 February 2007
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Introduction

This inspection was carried out by three additional inspectors. Eight lessons were observed and eight teachers seen. Meetings were held with senior leaders, subject leaders, governors and groups of pupils. Several parents were spoken to in the playground. Inspectors observed the school's work, and looked at pupil's books, past work, planning and development documents, safeguarding information and governor's minutes. Questionnaires from 100 parents were analysed as well as those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of assessment and target setting
- how well teaching promotes learning of all the different groups, particularly the more able pupils
- how the school promotes the personal development of the pupils including their awareness of other communities and cultures.

Information about the school

Horndon-on-the-Hill is an average sized village school with a very spacious outdoor area. Most pupils are white British. The school has a Healthy Schools award. A very small number speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. All children in the Early Years Foundation Stage are full time.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school, which provides pupils with a sound education. Parents are correct when they say their children are well looked after and cared for. This is because of the good care guidance and support that pupils receive which ensures that they make good progress in their personal development. Their enjoyment of school is reflected in their eagerness to take part in all the activities offered and on the high levels of attendance at after school clubs. Pupils behave well and they insist that there is no bullying at the school. They say that staff deal with any difficult behaviour effectively and that they feel safe and secure. Pupils are given good opportunities to take responsibility, both in school and within the community. Older pupils talk eagerly about their roles as playground mediators. Members of the school council proudly show how they are growing vegetables to sell at the local village fete and talk seriously about how they regularly raise funds for charities such as 'Children in Need' and the shoe-box appeal. Pupils clearly know right from wrong. Close links with the church and the wide range of visitors to the school enhance pupils' good spiritual, moral, and social development. Pupil's awareness of the different cultures that make up modern Britain is limited.

Attainment varies in different year groups. It is broadly average by the time pupils leave the school in Year 6. They achieve satisfactorily and make sound progress during their time at the school. Pupils with special educational needs and/or disabilities make similar progress to their peers. Those who are more able also make satisfactory progress but do not always attain their full potential. Relationships in lessons are good and teachers provide a range of appropriate activities for all pupils. Provision for children in the Early Years Foundation Stage is satisfactory. Children enjoy coming to the welcoming Reception class and behave well. They do not always have sufficient opportunities to make choices or decide for themselves what they want to do. Their achievements are not always assessed as regularly as they could be.

Since the last inspection there have been several changes of staff and some turbulence in leadership and governance. As a result improvement since that time has been fragile. However, staffing and school leadership are now more stable. There is a new Chair and vice-chair of the Governing Body who are very aware of the schools' strengths and weaknesses. They are fully committed to improving provision and standards. The new senior management team know what needs to be done to improve achievement. They have established new business links which have resulted in the recent acquisition of high quality computer resources and some exciting outdoor facilities including a stage and play equipment. A new system for tracking and monitoring pupils' achievements has recently been established. This is not yet fully operational but it is just beginning to help

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teachers identify progress. Training is planned but not all teachers are confident in using the data tracking system. Support from the behaviour management service has enabled staff and pupils to develop good systems to improve behaviour and as a result the school environment is calm and welcoming. Past inadequacies have been eradicated and the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise standards in English, mathematics and science by:
 - embedding the new assessment and tracking system in all areas of the school so that pupils progress can be regularly measured and information gathered can be used to plan the next steps of learning
 - providing training for staff so that they become confident users of the tracking system and develop clear awareness of pupil's achievements
 - making sure that the more able pupils are sufficiently challenged so that they meet their full potential.
- Improve opportunities for children in the early Years Foundation Stage to initiate their own learning and have more choices about their activities.
- Develop links with schools in other parts of the country so that pupils improve their understanding of multi-cultural Britain.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Standards across the school are variable in each year group but all pupils, including those with special educational needs and/or disabilities achieve satisfactorily during their time at the school. They make sound progress in English, mathematics and science. Some accelerated learning in the older year groups ensures that pupils catch up with any past deficiencies. Pupil's skills in information and communication technology (ICT) are improving due to good new resources. More able pupils do not always achieve their full potential because tasks are not sufficiently tailored to their needs. Pupils behave well contributing to the calm and welcoming environment. Relationships across the school are strong and promote good personal development. As a result pupils are confident to approach and talk to staff. They are polite and considerate to each other and courteous to visitors. Pupil's cultural development is satisfactory. They study other faiths and cultures as part of their religious education lessons but their awareness of the range of cultures that make up modern Britain is limited.

Pupils show good understanding of healthy lifestyles and of the important factors that which affect their health. They enjoy healthy snacks and engage well in physical activities to promote their physical health. Pupil's take on a range of responsibilities and the play leaders have all attended first aid training. The school council is very active in

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promoting an 'eco-friendly' environment through regular re-cycling. Pupils with responsibility as 'Eco friends' help others to grow vegetables and check litter in the playground. Pupils take part in fundraising activities to support those who are less fortunate than themselves, through local harvest distributions, seeds for Africa and the Haiti earthquake. Taking their average attainment into account, their good personal development and their average attendance, pupils are satisfactorily prepared for their futures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers know pupils well and manage their classes effectively. As a result, pupils listen and respond appropriately so that lessons are calm and productive. Good questioning helps to promote pupils' understanding and encourages them to think carefully while searching for answers. Occasionally lessons lack pace because pupils sit for too long listening to adults rather than taking part actively. Teaching assistants are used well to support the learning of pupils with special educational needs and/or disabilities so that they achieve as well as other pupils. More able pupils are not always challenged to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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extend their skills and some do not therefore achieve their potential. Marking is regular. Teachers assess pupil's work appropriately but do not always use assessment information well enough to plan the next steps of learning. This is because their skills in interpreting the data acquired by the new assessment system are often limited. Pupils' targets are displayed in their books and they know them well. Targets for the more able pupils are not always challenging enough to extend their skills. The curriculum is undergoing a review to improve creativity. It provides appropriate tasks for most groups of pupils. Links between subjects are developing well. For example, in Year 6, pupils used their literacy and numeracy skills well to undertake an experiment in science to find out how the temperature of the water affects dissolving substances. Pupils used a stopwatch to time how long it took to dissolve sugar at different temperatures and then wrote an account of their findings. Enrichment through clubs and visits is good providing well for pupils social and moral development.

Good care, guidance and support ensure that pupils are safe at school and that they always have someone to talk to. The introduction of a programme to improve pupil's behaviour has been successful in reducing incidents of challenging behaviour and rough play. Liaison with the local authority has enabled training for older pupils on conflict resolution, peer mentoring and playground skills. These have led to improvements, particularly in behaviour in the outdoor areas. Provision for vulnerable pupils is good and sensitive issues are caringly dealt with. Personal support for pupils with special educational needs and/or disabilities is particularly good.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders at all levels share a common vision for school improvement. They are all fully involved in planning and evaluation. Recent changes and long-term absences to teaching, leadership and the governing body have now stabilised and the whole community are committed to improvement, through for example the development of a new assessment and tracking system. Monitoring of teaching and learning has been regular and accurate. Leaders have sought support from other schools and the local authority in successfully tackling behaviour issues. Governors have been strengthened by recent appointments and are fully involved in monitoring the school and in developing business links. Partnerships are improving and links with parents, other schools and external support agencies are having a positive impact on pupils' personal

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development and on the care provided for them.

Safeguarding, including child protection procedures are robust and meet current government guidelines. The school tackles discrimination and promotes equality of opportunity appropriately and leaders are aware that there is more to do to ensure that the more able pupils are sufficiently challenged. The school has made a satisfactory start in developing its strategy for community cohesion with a thorough audit. Local links are good and are having a positive impact on the social, moral and spiritual development of pupils. Links with schools further afield are planned but not yet impacting on pupils. Resources are improving particularly for ICT and the outdoor area. The school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy coming to the Reception class and quickly settle. They behave well and enjoy all aspects of their school day. They listen attentively to instructions and requests showing good personal development. Children get on well with one another and as a result they learn to work collaboratively and in teams. They are kind and helpful and have a good understanding of healthy eating, regularly enjoying many different fruits and vegetables at break time. They take part in all the activities offered with enthusiasm. The learning environment is bright, clean and tidy. Children have access to activities both in the classroom and in the outdoor play area. There is free-flow between the classroom and outside and children show interest and enjoyment of each area. The enjoy climbing on the climbing frame, digging in the sand and painting the playground

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using large, real paintbrushes. Although activities are appropriate to children's interests and ability, the quality of some resources is limited. For example, a group of girls were trying to make models with plasticine but they could not roll it out or mould it into shape because it was too hard. The pace of learning is sometimes too slow particularly when children sit for too long on the carpet listening instead of doing. They do not always have enough opportunities to make choices about their learning so that they can decide what they want to do next.

Leadership of the Early Years Foundation Stage is satisfactory. Relationships between adults and children are very strong. There are many photographs of children's past activities and successes in their record books. These show some exciting additional experiences such as trips to the park and hunting for creatures. Assessment information is not always used as well as it could be. Although adults monitor children, look after them well and keep them safe, they do not always record successes so that their achievements can be used in future planning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents are supportive of the school. Almost all feel that their child enjoys school and that the school keeps them safe. 'The school does extremely well in providing a happy, safe environment for my child' wrote one parent. 'My child has settled well and absolutely loves going to school' and 'I am really pleased with my child's progress.' 'The school has helped her become a confident, caring and well-balanced child' wrote other parents.

A small minority do not feel that the school deals effectively with unacceptable behaviour. Pupils say that behaviour at the school is good and inspection evidence supports this view. Procedures to deal with any difficult behaviour are appropriate and pupils say that they feel fairly dealt with. A few parents do not feel that their child is making enough progress. Inspectors found that most pupils at the school make at least satisfactory progress and some make good progress. However, pupils who are more able do not always achieve their full potential.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horndon-On-the-Hill CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 100 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	49	48	48	2	2	1	1
The school keeps my child safe	60	60	36	36	0	0	1	1
The school informs me about my child's progress	30	30	53	53	12	12	3	3
My child is making enough progress at this school	27	27	52	52	15	15	4	4
The teaching is good at this school	29	29	61	61	6	6	0	0
The school helps me to support my child's learning	25	20	63	63	11	11	1	1
The school helps my child to have a healthy lifestyle	38	38	58	58	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	30	45	45	8	8	1	1
The school meets my child's particular needs	27	27	57	57	10	10	3	3
The school deals effectively with unacceptable behaviour	24	24	52	52	16	16	2	2
The school takes account of my suggestions and concerns	26	26	61	61	10	10	1	1
The school is led and managed effectively	21	21	63	63	8	8	4	4
Overall, I am happy with my child's experience at this school	37	37	49	49	13	13	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2010

Dear Pupils,

Inspection of Horndon-On-the-Hill Church of England Primary School, Stanford le Hope, SS17 8LR

Thank you for your help during our recent visit to your school. We enjoyed talking to you and listening to your views. This letter is to tell you some of the things we found out about your school.

Your school provides you with a sound education.

You behave well and enjoy school.

Lots of you attend after school clubs. We particularly liked the way you are growing vegetables for the local fete.

You all make sound progress in your lessons.

Pupils who require extra help for their learning or behaviour have good support.

You know how to keep fit and healthy.

The leaders of your school keep you safe and secure.

We are asking the school to do three things to help you learn better. You can help with these by working hard in your lessons.

To make better use of the new assessment system so that you and your teachers know how well you are doing.

To help those of you find learning easy to do more.

To help you learn more about people from different cultures.

Thank you again for your help and good luck for your futures.

Yours sincerely,

Denise Morris

Lead Inspector

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