

Horsington Church of England Primary School Profile

Published 15 July 2010

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Horsington

Templecombe, Somerset, BA8 0BW

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<http://www.horsingtonprimary.co.uk>

Children's Service Authority:	Somerset
Age range:	4-11
Number of pupils:	104
Head teacher:	Mr I Rumbelow
Chair of governors:	Mrs L Allen

What have been our successes this year?

Our school has been given an International School Award by the British Council in recognition of our excellent promotion of the international dimension across our school and highlighting the benefits of learning from across the globe. Our commitment to extending and embedding this was praised as a very valuable aspect of the school. This award reflects all the hard work put in by staff and pupils in developing international awareness across the school.

We have continued the development of the outdoor learning environment, including The Spinney, our messy play area, which is developing into a wonderful place to play and learn. We have an additional new play space, complete with a water feature, which is part of an ongoing programme to include a story telling garden.

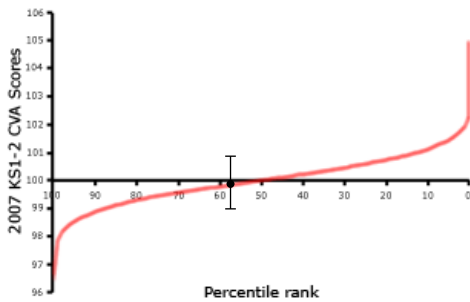
Our school offers an enriched and extended curriculum as well as a wide range of extra curricular activities. We are part of Community Learning Partnership and a Sports College partnership promoting high quality PE and sports and have achieved Activemark Gold and FA Chartermark. We have been re-awarded Artsmark Silver for the promotion of arts across the curriculum.

What are we trying to improve?

We have identified five priorities for the coming year and beyond:

1. To raise standards through assessing pupils progress (APP) and development of whole school portfolios.
2. To develop a highly cohesive school community beyond the local community.
3. Development of the Foundation Phase to bring more consistency and continuity to children's education at such an all-important period in their development.
4. To develop virtual learning spaces available to children outside school including a working understanding of e-safety.
5. To explore the development of Earth Class and the hall.

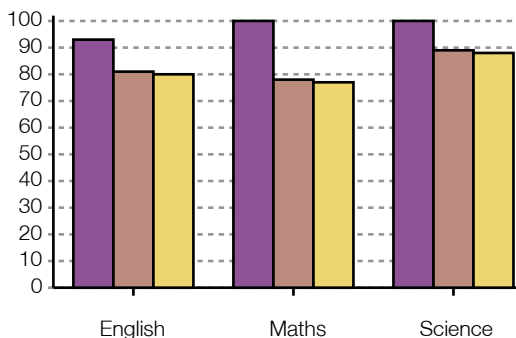
How much progress do pupils make between age 7 and 11?



• Our school I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

How well do pupils achieve at age 11?



■ Our school ■ Local schools (Local Authority) ■ All schools

This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

How have our results changed over time?

As we are a village school with small cohorts it is important to look at the progress of individual pupils, Percentages can show dramatic rises and falls as each child represents a considerable percentage and this is also important when sub groups within the cohort are looked at as sometimes this can be only one or two individuals.

Individual targets are set for all year groups by class teachers and these are discussed and reviewed at staff meetings. Individual targets are monitored so that children who are underperforming can be identified and appropriate support given.

How are we making sure that every child gets teaching to meet their individual needs?

The school is a small school and is able to set individual targets or as we call them challenges for each child that are pertinent to their needs. We believe in educating the whole child within a learning community and try to offer the widest range of experiences and learning opportunities to all children. Small support groups are offered to help children who are finding particular aspects of their learning difficult. Opportunities are available within the school and beyond for children who are identified as gifted or talented. Our cross curricular approach also helps those children who struggle with literacy or mathematics to assess these from other curriculum areas. We offer an enriched curriculum and believe that music, the arts, PE & sport, design and technology all form important aspects of a child's learning experience.

How are we working with parents and the community?

Ofsted 2009 highlighted that our school is 'at the heart of the local community' and that 'pupils make an outstanding contribution to both the school and local community'. Furthermore, the school 'works very closely with parents to support their child's learning'. The school has aimed to build upon its local links through invitations to specific school events and involving the community in school projects. There is a well-established programme of charity and other events in which there is a high level of pupil participation. All parents are members of the school's active Parent, Teacher and Friends Association (PTFA), which supports the work of the school through fundraising and social events, bringing together parents, teachers, children and the wider community. Children's views about their community are expressed through circle time and through the Year 6 Council. The ethos of the school encourages children to take responsibility for their communal life; this is underpinned by all the staff that make good efforts to ensure that everyone in the school community is valued. There are two parents evenings each year and an open afternoon. Parents and members of the local community are encouraged to help in the school.

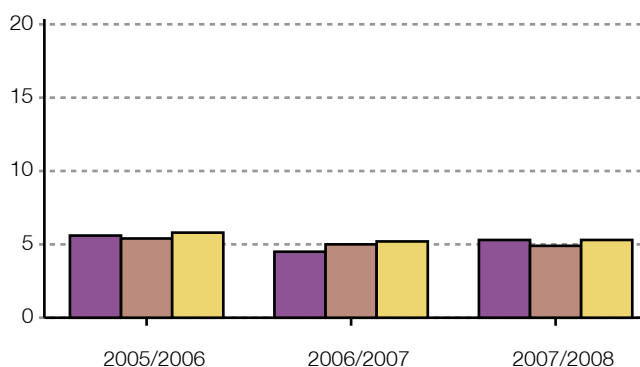
What have pupils told us about the school, and what have we done as a result?

Pupils through their class circle time and the Year 6 Council are encouraged to offer their ideas, concerns and encouragements. Acts of Worship are also opportunities to share concerns and achievements. Pupils contribute to the Governors' newsletter that is issued each term. There are also opportunities for smaller groups of pupils to meet with school staff as well as visitors to our school such as our School Improvement Partner where they can express their views. Concerns and ideas from pupils are discussed through staff meetings and as part of our termly review and the necessary actions put into place. Pupils themselves are often encouraged to initiate changes and be involved in their practical implication. Safety surfacing to allow all year access to our activity area; new storage to make playground equipment more accessible; development of a messy play area; dens around the playground are all examples of projects initiated with children's comments and ideas. At our recent Ofsted inspection, pupils were keen to say how much they enjoy school. 'They particularly like the recent additions to the outdoor area, which they feel are absolutely fabulous'.

How do we make sure our pupils are healthy, safe and well-supported?

The school has achieved Healthy Schools status. It also has Activemark Gold and achieved Activemark each year since its inception. The school also has the FA Chartermark. There is an anti bullying and anti-racism statement that forms part our Behaviour Policy. Risk assessments are carried out for activities on the school site as well as off site visits. The school encourages the eating of fruit at breaktimes as well as drinking milk. Hot school lunches are available 3 days a week and there is a good takeup for this provision.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

What activities and options are available to pupils?

The school offers to its pupils the full range of the National Curriculum, but also extends and enriches this curriculum through visits to the school by artists, storytellers, as well as specialist visitors. There are regular school visits to a range of venues including local National Trust properties with whom the school has a working relationship, art galleries, theatres, places of worship and museums. The school has an annual residential visit to Kilve Court where there is a programme of outdoor activities and art; some of these activities have been developed by the centre at our request. There are a wide range of extra curricular activities both during the lunchtime and after school including sport, art, music and ICT. From September 2010 we will have a language assistant working with children and staff to develop an understanding of French language and culture across the school. There are specific activities for KS1 and KS2 and all activities are open to boys and girls. The school has received an Education Extra Award in recognition of its extra curricular opportunities. The school has developed its outdoor learning opportunities and this forms part of ongoing development.

What do our pupils do after leaving this school?

Pupils leave our school to go to a number of secondary provisions. Some pupils go to King Arthur's Community School in Wincanton; some to Gillingham School; some to The Gryphon School in Sherborne; some to Sexey's State Boarding School in Bruton. A few pupils also move to the independent sector. Projects for vulnerable pupils are arranged that involve individualised visit to secondary schools. A project arranged by this school in liaison with a local special school has now been adopted as model and shared with other schools through training events.

Ofsted's view of our school

This is an outstanding school, much appreciated by parents and pupils, who are generous and eloquent in their praise of the head and staff. One parent writes, 'They give the children the confidence to spread their wings and the coping mechanisms to deal with the huge step to secondary school'. Another describes the head as 'dynamic, warm and resourceful' while Year 6 pupils say that, 'All our teachers are the best'. Inspectors agree with all these views. Outstanding leadership and management have created a school with a very high reputation locally which provides an excellent education for all pupils. However, rising numbers in the school's limited accommodation mean that improving on this very high quality of provision is becoming ever more difficult. Despite this, the school has fashioned a high quality learning environment in which staff and pupils are able to develop and grow in confidence and self-esteem. Nothing is taken for granted and the school is constantly trying to innovate and improve.

Its main strength lies in the richness and depth of the education it provides and the resulting outstanding progress and personal development and well-being of its pupils. It provides an outstanding curriculum from the Foundation Stage onwards, which leads to pupils achieving high standards in areas such as the arts and the humanities as well as in the core subjects of English, mathematics and science. Parents and pupils are delighted with all the extra activities provided and the fact that children are 'introduced to as many new experiences as possible' in class. Awareness of health, fitness, safe practice and community responsibilities is built into the curriculum, the ethos and the fabric of the school. It is a way of life for the school community. The quality of care, support and guidance is outstanding and parents are especially pleased that all staff are so approachable and helpful. Mutual respect is a feature of all relationships.

The impact of all this positive provision can be seen in the enthusiastic, mature and confident way pupils go about their work and play. They say they love school and their parents agree. Outstanding teaching featuring interesting and challenging activities builds on this very positive

attitude to learning so that achievement is outstanding in English, mathematics, science and several other subjects. This is greatly helped by the very high quality of the academic guidance and support provided by the school's very rigorous assessment arrangements. The relatively high number of pupils needing extra help who join the school after the Foundation Stage benefit especially from these arrangements. Most make very good progress. However, with small numbers involved in each year group, standards can be significantly reduced by the presence of even one such pupil. Overall standards are above average and well above in the current Year 6. A parent sums it all up well when she says that, 'Teachers' dedication and success is evident for all to see and I feel lucky that my children have had the fortune to attend such a unique and special school'.

Date of last inspection: 22-Nov-2006

Ofsted graded our school as outstanding

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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What have we done in response to Ofsted?

We have worked with the Local Authority to replace a mobile classroom with a new mobile classroom with a group room and storage space and this is now in place. A veranda has been added to this new classroom to provide additional space. We have also developed further our outdoor provision with an outdoor space adjacent to our Foundation Stage classroom including a covered area. We have increased our hard surface playground space and placed a safety surface under our activity equipment. We have leased an area of land on a long term lease to develop a messy play space called The Spinney with the support of Lottery Funding. We will be providing a covered space outside our Key Stage One classroom, with work due to be completed over the summer break 2010. We are carrying out a feasibility study on our Year5/6 classroom and the hall about the development of more hall space. This was the only key issue on our report. Our Denominational Inspection Report contained no key issue.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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