



Hornbill School

Inspection report

Inspection dates 23 – 24 January 2006
Reporting inspector Pauline Robins HMI

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

Type of School	Primary	School address	HQ Brunei Garrison
School category	MoD maintained		Seria
Age range of pupils	3-11		BFPO11
Gender of pupils	Mixed	Telephone number	00673 3224101 ext 3214
Number on roll	248	Fax number	00673 3222133
Appropriate authority	Service Children's Education	Chair of SAC	Major John Dawson
Date of previous inspection	N/A	Headteacher	Mrs Kathy Wood

Age group	Published	Reference no.
3-11	20/02/06	

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

Description of the school

Hornbill is a larger than average primary school opened in September 2003. It provides for Nepalese children of Gurkha soldiers and children of British military and civilian Ministry of Defence personnel. In addition there are four children who pay fees to attend the school and live locally. The percentage of pupils for whom English is an additional language (EAL) is very high at over 72%. Many of these are in the early stages of learning English. The majority of pupils come to the school directly from Nepal, having no previous exposure to English language or the English curriculum. There are no pupils with statements of special educational need in the school. However, six percent of pupils have learning difficulties and of these over half have limited or no English. In common with service schools everywhere, staff and pupils join and leave the school at a much higher rate than is usual. The headteacher has been in post for sixteen months and the majority of the senior management team have been appointed during that time. The school is on two sites. The Foundation Stage building is 8 kilometres from the main school. An intensive programme of refurbishment and rebuilding is currently in progress.

Key for inspection grades

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

Overall effectiveness of the school

The inspection team agree with the schools' judgement that Hornbill is a good school.

The entire community, especially the parents, are overwhelmingly positive in their support of the headteacher and the school. The strong ethos of inclusion successfully brings together British and Nepalese communities in a learning environment which promotes a 'can do' culture. The trusting and open relationships between pupils, and with adults, are outstanding and have facilitated a rapid pace of change to take place. Everyone has a sense of involvement and commitment to the school. Pupils' cultural development is also outstanding. They respect diversity and every opportunity is taken to celebrate the culture, beliefs and background of those within, and outside, the community. Leadership and management are good and the leadership of the headteacher is inspirational. The school has the capacity to improve further as strategic plans are good and senior managers have united the staff in working towards improvement. There are good, newly established systems to support, monitor and analyse the school's progress. However, the full potential for using data has yet to be realised.

The quality and standards in the Foundation Stage are satisfactory. Pupils settle well in the calm, purposeful atmosphere. There is scope for staff to work together as a unit when planning activities for pupils. Pupils make satisfactory progress in Key Stage 1. At Key Stage 2 progress is good as a result of the good and often outstanding teaching pupils receive. The standard of work seen during the inspection, at both key stages was good. The curriculum is of good quality and it is enhanced by a wealth of extra curricular and enrichment activities. The teaching of writing is a weaker element of the teaching throughout the school and pupils' work is not always marked effectively.

Grade: 2

What the school should do to improve further

- Ensure that staff in the Foundation Stage work together in a consistent and coherent way to broaden the learning opportunities for pupils
- Review how writing is taught and ensure that teachers' marking tells the pupils what they need to do to improve
- Ensure that assessment data is analysed further to set more precise targets in the classroom

Achievement and standards

As this is a new school, where many pupils stay for only a short time, there is limited data on their achievements to date. Records show that pupils' progress is good. However, this is a complex picture with variations between year groups and subjects. To a large extent variations in pupils' progress reflect variations in the quality of teaching.

Pupils in the Foundation Stage settle well to the routines of school life and make good progress in personal, social and emotional development. Progress is satisfactory in other areas of learning and most pupils meet the expectations for children of their age, although their English language skills are lower than the expected levels. Pupils in Key Stage 1 make satisfactory progress and standards are generally average although standards in writing lag behind those in reading and mathematics. Teachers' assessments in 2005, indicate that few more able pupils achieved the higher levels expected of them.

At Key Stage 2, national test results in 2005 were above average in mathematics and science but well below in English. Pupils make good progress and the majority are on course to meet the challenging individual targets they have been set. However, writing remains the weaker element. This is because pupils do not always receive enough feedback on what to do next in order to improve their writing. Those at the early stages of learning English are making good progress enhanced by the additional support they receive from specialist Nepali teachers. Pupils with learning difficulties make good progress.

Grade: 2

Personal development and well-being

Attendance is good and pupils enjoy coming to school. Many say they would like the school day to be longer! Pupils take pride in their school and have positive attitudes to their learning. They speak highly, and with affection, of their teachers. They know that there is always someone to turn to if they have a need and this helps them to feel safe. Relationships between pupils, and between pupils and adults, are outstanding. Pupils say that 'friends fall out sometimes' but there are no fights or bullying, and certainly no evidence of racism. Behaviour is good and pupils are friendly towards others.

The pupils are encouraged to adopt a healthy life style. They are all taught swimming and there are additional sporting activities provided after school. The pupils understand the importance of drinking water and avoiding over exposure to the sun in such a hot and humid climate.

Pupils' spiritual, moral and social development is good. They have a well-developed sense of right and wrong. In assemblies they reflect on moral issues and celebrate one another's achievements. Through the student council, pupils learn about how decisions are made. They express their views confidently and listen sympathetically to each others views. They have made suggestions about how the physical environment can be improved and some of their ideas have been acted on. They greatly appreciate the new facilities and equipment that add to their enjoyment of playtimes and help them to exercise.

Pupils' cultural development is outstanding. A wide range of fund raising, religious celebrations and cultural events contribute significantly to pupils' all-round development and to their wider understanding of the needs and beliefs of others. The team of Nepalese teachers play a fundamental role in ensuring that Nepali pupils retain their cultural heritage and in broadening the cultural development of all pupils.

Grade: 2

Quality of provision

Teaching and learning

Teaching and learning are good overall with some variability. Teaching is satisfactory in the Foundation Stage and at Key Stage 1 and good with much that is outstanding at Key Stage 2.

Where teaching was at its best, the imaginative teaching kept the pupils on the edge of their seats. The teachers' good subject knowledge added to their enthusiasm for teaching. Questions were used effectively to probe and extend pupils' knowledge and understanding. Working in pairs was encouraged when the pupils were asked to discuss answers and to question each other's thinking in order to understand concepts. Activities were carefully matched to the learning objectives and to meet the different learning needs of all pupils.

Where teaching was satisfactory, although pupils made reasonable progress, sometimes opportunities for speaking and listening and to consolidate and develop the pupils' learning were missed. Questions did not require the pupils to give extended answers and in some cases the teachers did not allow pupils enough time to think and formulate a reply. The work was not always sufficiently challenging, particularly for the most able pupils.

Nepalese and British teachers teach alongside each other. This arrangement enhances the learning for all pupils. Learning support assistants have been well trained and, without exception, they are actively engaged in supporting the

pupils learning. Bilingual support staff ensures that all pupils understand and participate in all activities.

The marking of the pupils work is inconsistent; it does not always tell the pupils what they need to do to improve. In some instances it simply comprises ticks and crosses.

A good system for assessing and tracking the pupils' progress has been put in place this academic year. National and annual tests are analysed to identify areas of weakness and to set curricular targets. Termly school-based tests have also been introduced and the results analysed to check pupils' progress in the short term and to identify those who may need additional support.

Pupils know their targets and refer to them in lessons. However, some pupils are progressing beyond their targets before the review date is reached because targets are not renegotiated soon enough.

Grade: 2

Curriculum and other activities

The curriculum is good overall and meets statutory requirements.

It is satisfactory in the Foundation Stage where there is scope for staff to work together more closely as a unit to provide greater continuity for the pupils. The accommodation is spacious and well organised with stimulating resources. In Foundation Stage 1, staff provide a variety of worthwhile activities each day but do not check pupils' choices closely enough to ensure that they gain from the full range. It is not always clear from the planning what pupils are expected to learn from these activities. In Foundation Stage 2, an over-emphasis on more formal aspects of literacy and numeracy, though taught well, leads to a narrowing of the curriculum and reduces opportunities for pupils to choose activities themselves. These pupils do not have easy access to the outdoor space to extend their learning.

In the main school, the curriculum is broad, balanced and distinctive to the context and location of the school; reflecting the needs and aspirations of the different cultures and traditions of the pupils. The programme for collective worship and religious education syllabus are innovative and are delivered, where possible, through first hand experience. The curriculum is further enhanced with a wealth of extra curricular activities which support and extend pupils' learning opportunities and add significantly to their personal development. A wide variety of visits, visitors, and celebrations are planned into everyday activities and the improved physical environment provides pupils with

a stimulating place to learn. The school has invested heavily in information and communication technology which is used effectively to enhance learning opportunities and develop pupils' skills.

Grade: 2

Care, guidance and support

Care guidance and support are good. Outstanding relationships underpin the good support and consistent approaches which make this such a happy school. Despite the exceptionally high rate at which pupils join and leave the school, pupils are welcomed and settle in quickly because of the support of the staff and other pupils. The pupils feel safe and have every confidence in the adults around them. Child protection procedures are rigorous and known to all staff. The school makes the best use of the external support which is available on the base, mainly through the army welfare service.

Individual education plans are regularly updated, monitored and reviewed by the teacher with responsibility for pupils with learning difficulties and the class teachers, in partnership with parents and pupils. Very good systems and procedures are in place to assess the needs of pupils who have English as an additional language (EAL). Levels of need are accurately identified in order to provide focused support. A clear distinction is made between pupils with learning difficulties and those with EAL needs. Good systems for record keeping enable the school to monitor the progress made by EAL pupils. The systems are relatively new but they are rapidly becoming embedded in practice.

Family learning events for Nepali parents have been well supported. They have given the parents the opportunity to increase their understanding of the British education system and guidance on supporting their children's education at home.

Grade: 2

Leadership and management

Leadership and management are good. The headteacher provides outstanding leadership and management and has orchestrated the upturn in the school's performance. She is ably supported by her two deputies. The Foundation Stage leader, who recently joined the school, has quickly recognised how provision can be improved. There is strong teamwork and a shared drive for improvement. Key stage leaders understand and carry out their roles effectively as 'leading edge' practitioners. Their aim to ensure that new initiatives become embedded in the practice of each team is being met.

The headteacher has empowered staff and supported their professional development. In particular the skills of the Nepalese teachers are fully utilised and developed, which has increased their confidence and credibility.

Rigorous systems to monitor and evaluate the school's performance have been put in place. These ensure that the headteacher and her staff know the school well. However, it is too soon for the impact to be accurately measured. The school improvement plan is lengthy, but appropriately prioritised. Long term strategic planning is good and aims to ensure that sustainable improvements are made rather than short-term gains. As a result, the school's capacity to improve is secure and has already been amply demonstrated through the progress made in the past sixteen months.

The school advisory committee (SAC) is effective and improving. The chair understands the unique nature of the school. The SAC is challenging and supportive of the headteacher. It has been instrumental in securing funding and driving forward the rebuilding and refurbishment programme. It is increasingly holding the school to account and improving its own procedures for monitoring and evaluation.

Grade: 2

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	
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	3	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	Yes/No
Effective steps have been taken to promote improvement since the last inspection	N/A	Yes/No

Achievement and standards

How well do learners achieve?	2	
The <i>standards</i> ¹ reached by learners	3	
How well learners' make <i>progress</i> , 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

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	1	
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.	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

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

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. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

Leadership and management

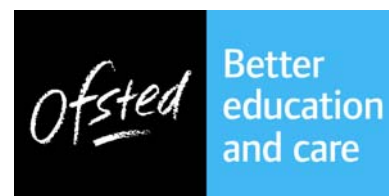
How effective are leadership and management in raising achievement and supporting all learners?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	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 are deployed to achieve value for money	N/A	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes/No
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

The extent to which schools enable learners to be healthy	Delete as appropriate
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.	Delete as appropriate
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	Delete as appropriate
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	Delete as appropriate
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.
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NA

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The Pupils
Hornbill Primary School
Address

(Date)

Dear pupils

Mrs Wotherspoon and I are now back in England after inspecting your school and I am writing to tell you what we think. You gave us a marvellous welcome and we really enjoyed talking to you. A special 'thank you' to those of you who came to tell us about your school and the things you do. They were a credit to you all.

We think Hornbill is a good school. It is clear that you really enjoy being at the school and some of you would even like the school day to last longer! You told us that you like your teachers and there is always someone to turn to if you have a problem. Most of you will stay at Hornbill for only two years and so you are used to making new friends and are very welcoming to new pupils. Although friends sometimes 'fall out' there is no bullying and you all get on together. You are very proud of your school and appreciate all the improvements that have been made, especially in the playground.

Mrs Wood is a very special headteacher. She and all the staff work hard to make Hornbill a good school where learning is fun and you are well cared for. You do lots of things which are made even more interesting by having British and Nepalese staff and pupils working together.

In order to make your school even better, we think that the pupils in the Foundation classes need more chance to work together and play outside. We know that for some of you writing is quite hard. To help you, the teachers have been asked to explain in more detail what you need to do to improve when they mark your work. You all know your targets and use them during lessons. Some pupils are completing their targets quickly and need them changed more often than others.

We wish you all the best for the future.

Yours sincerely

Pauline Robins HMI
Jane Wotherspoon HMI