

Hornbill School

Inspection report

Unique Reference Number	132684
Local Authority	Service Children's Education
Inspection number	331010
Inspection dates	3 - 4 March 2009
Reporting inspector	Christopher Keeler HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3 - 11
Gender of pupils	Mixed
Number on roll	384
School (total)	
Appropriate authority	Service Children's Education
Chair of School Governance Committee	Maj Khusiman Gurung MVO
Headteacher	Mrs K Wood MBE MEd
Date of previous school inspection	23 – 24 January 2006
School address	HQ Brunei Garrison BFPO 11
Telephone number	00673 3224101Ext 3214
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Age group	3 - 11
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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 Nepali children of Gurkha soldiers and children of British military and civilian Ministry of Defence personnel. The percentage of pupils for whom English is an additional language (EAL) is very high at 85%. 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, four percent of pupils have learning difficulties. In common with service schools everywhere, staff and pupils join and leave the school at a much higher rate than is usual. The school has achieved Arts Mark Gold (2007), Geography Quality Mark Bronze (2007), Eco Schools Award Bronze (2007) and Silver (2008) and The Basic Skills Quality Mark (2008).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Hornbill is an outstanding school. It is also unique and special. It is unique because it experiences exceptional levels of pupil mobility and successfully caters for pupils and families with distinct and diverse cultural needs. It is special, not just because of the excellent achievement of its pupils but also for the extent to which the values it actively promotes mean that pupils demonstrate respect, kindness and a genuine concern for others in all that they do. This is recognised and valued by parents.

When children start school in the Foundation Stage they do so with skills well below that expected for their age. Up to 85% of children have English as an additional language and the majority have no previous experience of early years education. They make good progress in EYFS and demonstrate skills that are broadly average in relation to national expectations. Pupils continue to make at least good progress throughout Key Stage 1 and Key Stage 2 with many making outstanding progress. In 2008 standards in English as determined by the end of Key Stage 2 tests were just below the national average, however, standards in mathematics and science were above the national figures. Given their starting points, this represents outstanding achievement. Pupils make excellent progress while they are at Hornbill because the quality of teaching is outstanding overall. A significant feature is the excellent contribution made by the Nepali specialist teachers who balance translation with support and guidance exceptionally well. Effective teaching and learning is characterised by; detailed, purposeful planning, high expectations, opportunities for pupils to discuss their thoughts and ideas and good use of resources including ICT. The school has worked hard to develop an outstanding curriculum that is relevant to their context and successfully meets the needs of all learners. There is a good balance between traditional academic subjects and the creative arts, allowing for pupils emotional as well as intellectual development. Key skills, including ICT are applied across a range of subjects and excellent use is made of the locality as well links with local schools to provide further challenge.

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. The behaviour exhibited by pupils at all times is exemplary and they have a good understanding of right and wrong. Relationships between pupils and adults are first class. Adults set a good example and constantly reinforce the values that form the ethos of the school. As a result, pupils are growing into sensitive, mature and confident young people prepared to explore the world without fear of failure. The excellent quality of care, guidance and support underpins the success of the school. Teachers know their pupils well and strive to ensure that they can prosper in a safe and secure learning environment. Excellent home/school links, including family learning programmes enable parents to support their child in their work and so accentuate progress. The support and guidance given to pupils with English as an additional language is excellent which is reflected in the progress they make. Pupils with learning difficulties/and or disabilities also benefit from targeted individual attention that helps them to make good progress. Systems to monitor individual pupil progress are excellent as is the use made of them in setting targets for improvement.

The headteacher provides inspirational leadership. She has a clear vision for the school where every child is given the chance to grow and utilise their strengths thereby fulfilling their potential. Every child truly matters at Hornbill and all who work at the school share this view. The management of Nepali specialist teachers is excellent and their contribution to the achievement of pupils cannot be underestimated. Middle leaders have made an excellent contribution towards shaping the curriculum and monitoring the quality of educational provision for which they are responsible. The School Governance Committee provides good support and takes a keen interest in the work of the school. As a body, they are developing the capacity to hold the school to account. The capacity to improve the school further is excellent.

Effectiveness of the Early Years Foundation Stage **Grade: 2**

Many children commence school with skills and aptitudes that are well below what might be expected for their age. A significant proportion is unable to speak English and have not had any pre-school experience. Children make good progress in the EYFS. The 2008 EYFS profile showed that children's personal, social and physical development were particularly strong. In contrast, their knowledge and understanding of the world, calculation and reading skills were less well developed, particularly in relation to girls. The school is taking action to help improve these aspects. A daily phonics session is taught in the FS2 classes and more emphasis is being given to promoting children's knowledge of the world around them.

Teaching in the EYFS is good. Staff plan meticulously and include a good range of child initiated and adult led activities to support children's progress towards the Early Learning Goals. In sessions designed to promote problem solving, reasoning and number, children have the chance to use a range of resources, including ICT to aid their understanding. Children's personal development is outstanding and this reflects the care and welfare demonstrated by teachers and key workers. Since the previous inspection and particularly since the start of this school year, key staff have worked hard at providing a quality learning environment by making the best of non-purpose built accommodation. Leadership and management of the EYFS are good. The EYFS leader has strengthened the systems for assessing and checking on children's progress.

What the school should do to improve further

- Continue to raise standards in English, particularly writing.

Achievement and standards **Grade: 1**

Movement in and out of the school is much higher than is typical for primary schools in England and SCE. The majority of pupils are from Nepali families and on arrival; many have had little or no experience of speaking English or the English education system.

Pupils' achievement is outstanding. The progress of pupils in Key Stages 1 and 2 is at least good and for many pupils it is excellent. Attainment data is analysed meticulously and teachers set challenging targets for pupils to reach by the end of each year. The most recent analysis of assessment data shows that pupils in almost all year groups make at least good progress and many make outstanding progress. The pupils who left Year 6 in 2008 made outstanding progress in mathematics and science, and good progress in English over the year. Their progress in writing was satisfactory. The progress made by pupils in most other year groups last year was good; it was outstanding in Year 2.

Given their starting points, most pupils do exceptionally well to reach broadly average standards by the time they leave in Year 6. In 2008, standards in Year 2 were average in reading, writing and mathematics, although teachers' assessments showed that boys did comparatively better than girls in writing and mathematics. Results in the Year 6 tests in 2008 were above average in science and the proportion of pupils who reached the expected Level 4 in mathematics was higher than the national figure. Standards in English however, and particularly in writing were not as strong. The targets set for Year 6 in 2009 along with the current rate of progress suggest that standards will be higher than they were in 2008, particularly in English and writing.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. Shared values are at the very heart of the school and are acted out on a daily basis. Behaviour is exemplary both during lessons and in the playground. Pupils are courteous and polite and take their lead from adults in the school who act as good role models. Pupils enjoy school and have excellent relationships with their teachers. This impacts positively on progress as pupils look forward to their lessons. Pupils know that if they work hard their achievements will be recognised. The 'golden child' and the regular award of certificates play a leading part in building pupils' self-confidence and raising self-esteem. Pupils have a good understanding of what constitutes a healthy diet and understand the importance of regular exercise. 'Pupil voice' affords pupils an excellent opportunity to contribute to the work of the school community. Not only are their views encouraged, but listened to. The school council and 'Eco Warriors' are other fine examples of how pupils are given opportunities to grow as individuals through considering important issues on a bigger scale. The extent to which learners are developing workplace skills that will contribute to their future economic well-being is good. The extent to which they are developing personal qualities and inter-personal skills is outstanding.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning has improved significantly since the previous inspection. Almost all lessons observed during the inspection were good or outstanding. There is a positive consistency about the teaching, which stems from

teachers working well together, sharing their ideas and receiving good guidance from key staff. Teachers plan their lessons precisely with clearly identified learning objectives that are shared with pupils, along with the steps pupils will take to achieve success. Resources are selected carefully to support learning and many teachers make good use of their interactive whiteboards to enhance pupils understanding. Pupils frequently use hand held whiteboards to collect their ideas for writing or to help them complete mental calculations. There is a strong emphasis on getting pupils to talk about their learning, through responding to their teachers' questions and in discussion with each other. Teachers have high expectations and the learning atmosphere in lessons is always purposeful. The high calibre of classroom displays, helpful marking and the positive focus on successful learning, all contribute to pupils' enjoyment of their lessons. The support provided for the large number of pupils who are learning to speak English and the small proportion that has learning difficulties is excellent. In all of the lessons seen during the inspection, the contribution made by Nepali specialist teachers was outstanding. They are very adept at interpreting and explaining precisely what pupils are required to do enable them to learn successfully. This was evident in mathematics lessons in which the specialist teachers provided good visual clues to help pupils calculate effectively.

Curriculum and other activities

Grade: 1

The quality of the curriculum is outstanding. Pupils love coming to school to learn because staff provide a rich and exciting array of learning experiences, which meets pupils' aspirations. The school has successfully managed to combine a strong focus on pupils quickly acquiring and improving their literacy, numeracy and ICT skills with opportunities to learn through a wide range of theme related activities. Diversity is celebrated through learning about the cultures of pupils attending the school and in the host nation. In co-operation with local Bruneian schools, Hornbill has launched the 'University for Children' to enable pupils to develop an awareness of other cultures while exploring a range of challenging experiences and interests.

Pupils have many opportunities to extend their learning outdoors and in the local area. Whole school themes for learning, which involve pupils in using key skills, are launched and celebrated at the start and end of each term. There is a very strong focus on learning about sustainability through the development of an eco-garden and promoting the school's core values through key experiences. Work in the creative arts is another excellent feature and pupils' learning is enhanced through visiting artists, drama and from involvement in school productions. Attractive displays around the school are outstanding and celebrate the inspirational curriculum that pupils enjoy. Facilities for outdoor play are excellent and all pupils have a weekly swimming session. Provision in ICT is another strong feature, with pupils able to use the school web site to extend their learning at home. On top of this, pupils also benefit from attending a vast array of enrichment clubs that are organised throughout the year.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. All staff are committed to providing a level of care that makes pupils feel safe and secure and this allows them to focus on their learning. Teachers know their pupils very well, both personally and academically and they match support to pupil's needs. As a result, learners reach

challenging targets. Safeguarding procedures are met and child protection measures are in place. Those with English as an additional language receive excellent support and this means that their progress is outstanding. The provision for those pupils with learning difficulties/and or disabilities is good as is their progress. Links with agencies on the Garrison to support learning are excellent. Tracking systems to monitor progress and set improvement targets are outstanding. The quality of marking has improved since the previous inspection and pupils are conscious of what they need to do in order to improve. Home/school relationships are excellent and this impacts positively on the progress made by all pupils. The school values the contribution that parents make to their children's learning. Many parents attend family learning sessions organised by the school and there are regular opportunities for them to visit classrooms to see what their children have been doing.

Leadership and management

Grade: 1

The quality of leadership and management is outstanding. The excellent leadership demonstrated by the headteacher has successfully promoted the achievement and well-being of all pupils. High expectations of staff and pupils, leads to consistently, good and often outstanding teaching. This is why pupils make outstanding progress during their time at Hornbill. The school makes an excellent contribution to community cohesion. Under the present leadership, the school has successfully embraced the two contrasting communities that it serves and this has benefited all pupils, particularly concerning their understanding and respect of cultures other than their own. This is evident in the way pupils conduct themselves around the school. *'The school works hard in bringing together children from two cultures, British and Nepali; it does this by focussing on the strengths and traditions of each and by placing an emphasis on mutual acceptance'* is a view shared by many parents. As a result of judicious appointments, the headteacher has built a team of senior leaders and teachers that serve the needs of the school well. The management and deployment of Nepali specialist teachers is a strength of the school.

The quality of self-evaluation and subsequent analysis is excellent. As a result, senior leaders have an accurate view of strengths as well as further areas for development. The school improvement plan is a useful vehicle designed to sustain the rate of improvement, particularly in aspects relating to teaching and learning. Managers at all levels work tirelessly to improve achievement within a caring and supportive environment. The recently appointed deputy headteacher is providing good, targeted support by working alongside staff in the classroom. Middle leaders keep abreast of educational initiatives and are therefore well placed to make a significant contribution to the school improvement process.

A significant feature of the school leadership is the ability to cater for the professional development needs of staff from within the school. This is not just a school that fosters and nurtures pupils' development but also supports the training and development of its staff. The School Governance Committee is fully supportive of the work of the school and takes an avid interest in all school activities. They provide a very good link with the local parent community and they are actively developing their role in holding the school to account.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of boarding provision	N/A
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good is the overall personal development and well-being of the children in EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹ 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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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



10 March 2009

Dear Pupils

Inspection of Hornbill School

Thank you for the warm welcome you gave to Mr McKeown and me when we recently inspected your school. You were all so helpful, particularly members of the school council who were able to tell me many things about Hornbill. You will be pleased to know that we think that Hornbill is an outstanding school. We thought that you would like to know a little bit more.

We were impressed with:

- the excellent headteacher and those responsible for running the school.
- the work of the Nepali staff who help you to make such outstanding progress.
- the quality of teaching and learning.
- your behaviour which is exemplary at all times.
- the care shown to you by all members of staff and the way that they help and guide you with your work.
- the way in which your work is made interesting and enjoyable. There is certainly lots to do at Hornbill!

We have asked Mrs Wood to keep working on ensuring that standards in English, particularly in writing keep rising.

You go to an excellent school and you have played your part in making it so. Enjoy your time at Hornbill and keep striving for success.

We wish you all the best for the future.

Yours sincerely

C Keeler (Her Majesty's Inspector)
R McKeown (Her Majesty's Inspector)