

Hornbill School

HQ Brunei Garrison, BFPO 11

Inspection dates 29 April - 1 May 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Excellence has been sustained since the last inspection. Standards in reading, writing and mathematics have risen and are above average. Pupils are exceptionally well-prepared to deal with change and their future learning.
- Pupils of different abilities make excellent progress. Any barriers that hinder learning are successfully overcome. Gaps in pupils' knowledge and skills are closed quickly.
- Specialist teachers, including those from Nepal, and carefully tailored support ensure that all pupils can excel and develop their talents.
- A rich variety of subjects is taught outstandingly well so pupils thoroughly enjoy school and are eager to learn.
- Skilful staff know their pupils extremely well, make learning interesting, purposeful and give useful feedback. What pupils need to do to improve is not precise in a few classes.
- Improvements have been made in the Early Years Foundation Stage and children get off to a strong start. Detailed information is not routinely shared with parents about their child's next steps.
- Pupils' behaviour is exemplary and embodies the strong values that underpin everything the school does. Parents, staff and pupils are justifiably proud.
- High expectations and the constant pursuit of excellence are driven by the inspirational headteacher who is extremely well-supported by dedicated leaders, governors and staff.

Information about this inspection

- Inspectors visited all classes in the school. They observed teaching and learning in 23 lessons, a before-school booster class and on a short trip for children in the Early Years Foundation Stage. They conducted short walks around a number of classes. All of the lessons were observed jointly with members of the school's leadership team.
- Discussions were held with pupils, senior and middle leaders, specialist teachers, parents, members of the School Governance Committee and the Director of Education Service from Service Children's Education.
- Inspectors looked at pupils' workbooks and listened to them reading.
- Information about how pupils are safeguarded, records of checks on the quality of teaching, the school's own analyses of pupils' progress and a wide range of other information were looked at by inspectors.
- The views of 217 parents who responded to 'Parent View', Ofsted's online survey, and 62 staff who responded to Ofsted's staff questionnaire were considered.

Inspection team

Jackie Krafft, Lead inspector

Her Majesty's Inspector

Lorna Brackstone

Her Majesty's Inspector

Full report

Information about this school

- Hornbill is a larger-than-average-sized primary school with a nursery.
- It provides for service families, including Nepali children of Gurkha soldiers, and civilian employees attached to the military community.
- Approximately three quarters of pupils speak English as an additional language and over a third are currently at the early stages of learning English.
- The number of pupils and staff who join or leave the school at different times is very high, linked to military Unit moves and operational deployments. Pupils arrive from at least five different education systems and the school liaises with up to 65 other schools.
- The proportion of pupils with special educational needs supported at school action is lower than average and broadly average for those supported at school action plus. No pupil has a statement of special educational needs.
- The school is used by the Brunei Ministry of Education as a training school. In March 2014 the school was designated as a National Support School and the headteacher as a National Leader of Education.
- Since the last section 5 inspection a substantial new building programme has been completed and all members of the School Governance Committee are new.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure the high quality of teachers' marking and feedback in all classes helps pupils to improve their learning by:
 - giving them precise information about what they need to do next
 - sharing their child's next development steps with parents in the Early Years Foundation Stage.

Inspection judgements

The achievement of pupils

is outstanding

- Standards are above average. They have improved in reading, mathematics and particularly writing, since the last inspection. The school's own information, learning seen in lessons and work in pupils' books shows that the trend of improvement is being sustained.
- Most children start in the Early Years Foundation Stage with skills and knowledge that are generally well below those typical for their age. Many have had no pre-school experiences and are at the very early stages of learning to speak English. Exciting activities and skilful teaching result in children making outstanding progress, particularly in expressive arts, physical, personal and social development.
- Early reading skills are taught systematically so pupils quickly become confident at reading and writing. An increasing, and significantly higher proportion of pupils than nationally, has the reading skills expected by the end of Year 1.
- Pupils continue to make excellent progress as they move through the school. Given the very high numbers who move in and out of the school at different times, rising standards and consistently outstanding progress is testament to the rigour of the school's regular checks on how well pupils are learning. Those who might fall behind are quickly spotted and given carefully tailored support to get them back on track.
- Excellent support from Nepali Specialist Teachers helps those pupils who speak English as an additional language to settle quickly and achieve equally well. Every pupil is fully involved in the life of the school and able to succeed.
- Most pupils who have special educational needs make outstanding progress from their different starting points. Specific, well-planned support programmes are used to help them. Relevant information from a pupil's previous school is sought and also passed on to their new school to make sure they get the help they need quickly.
- High expectations of every pupil are key to the school's success. The most-able pupils are challenged to excel. Last year more pupils than nationally attained standards above those expected for their age in reading, writing and mathematics. By the end of Year 6, an increasing number are being stretched to achieve even higher standards.
- Pupils confidently use their basic mathematical skills in a range of real-life situations to solve increasingly complex problems.
- Whatever their age, pupils enjoy reading. They choose to read a variety of high-quality texts and older pupils talk knowledgeably about different genres. They are confident, fluent readers.

The quality of teaching

is outstanding

- Pupils make outstanding progress because of the consistently high-quality teaching they receive. Lessons are planned carefully to build on what pupils know and what more they need to learn. Teachers ask thought-provoking questions so pupils think hard and rapidly learn new skills.
- The excellent progress that pupils make in English and mathematics is boosted by pupils using their reading, writing, speaking and mathematical skills in different subjects and real-life situations. As eco warriors for example, pupils who lack confidence grow their own vegetables and sell them to parents. They become increasingly articulate and confidently use their mathematical skills to calculate costs and profits.
- Enthusiastic teaching brings learning alive so pupils are keenly interested in many different subjects. The imaginative 'launch pad' used to introduce a new topic, often through a story book or trip, motivates pupils well so they sustain their interest and make rapid progress.
- Interesting displays, practical activities and opportunities for in-depth discussions, help pupils of all abilities, including the most able and those with special educational needs, quickly grasp new ideas and become confident, articulate learners. Well-planned homework prepares them for

learning the next day.

- Specialist teachers of music, art, physical education and information and communication technology use their expertise to build pupils' skills and understanding step-by-step so that they discover new talents and interests, producing work of an exceptionally high quality, when drawing perspective or singing for example.
- The youngest children make rapid gains in their development. Varied activities keep them interested and well-established routines mean children know what they have to do so no learning time is lost. Adults skilfully talk with children to build their concentration and develop their language skills.
- Staff carefully observe how well children are learning to plan their next steps. However, this information is not routinely shared with parents, so opportunities are missed to fully involve them in their child's learning journey.
- Most of the marking in pupils' books is of high quality and follows the school's guidelines so pupils know what they have done well and how to improve. In a few classes, pupils do not get precise enough information to help them.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. All groups of pupils love learning and are eager to do their best. Their keen appetite for learning makes a significant contribution to the progress they make.
- Pupils are polite, courteous and considerate in lessons and around the school. They are mature, take great pride in presenting their work neatly and take full advantage of the wealth of extra activities available to them. Children in the Early Years Foundation Stage act sensibly, including during exciting trips out of school, for example to the specialist flight training centre.
- The pride that pupils have in their school is palpable and seen in the care they take of their school environment and resources. School councillors run their own weekly meetings considering suggestions for improvement made by pupils. Year 6 pupils expertly welcome visitors and eco warriors and playground leaders willingly take on extra responsibilities to make sure the school is an attractive, safe place in which to learn.
- The school's strong values and high expectations are made explicit in attractive displays, its informative website, pupils' newsletters and workbooks. Staff and pupils are mutually respectful, putting the values into practice every day.
- The school's work to keep pupils safe and secure is outstanding. Pupils and parents are unanimous in their views that any bullying is extremely rare and if it should occur they are confident that it would be dealt with swiftly.
- Pupils are acutely aware of the dangers they could be exposed to when using the internet and know what to do if they have any concerns.
- Staff are vigilant in safeguarding pupils, including against local hazards such as snakes and wild dogs. Wearing sun hats and the need to drink plenty of water are routines that pupils follow unwaveringly to keep healthy and safe.

The leadership and management are outstanding

- Leaders at all levels, governors and staff are at one in their pursuit of excellence. There is no complacency. Aspirations are high and every opportunity is offered to staff and pupils alike to achieve as well as they can by developing their full range of skills and talents.
- The school's self-evaluation is rigorous so everyone has an honest and up-to-date picture of what is working well and what could be even better. Planning for continuous improvement builds on very detailed information about pupils' progress and staff are given specific targets to make

sure that every pupil achieves well.

- Leaders set high standards for everyone and check regularly that these are being met consistently. Arrangements to manage the performance of staff are thorough and everyone is eager for feedback on their performance. Anyone who falls short of the high standards expected is helped to improve.
- High-quality professional development for everyone and sharing the best practice within and beyond the school is given prominence. The headteacher nurtures potential extremely well and supports staff to take on additional responsibilities. Consequently when staff move on, others are ready to step up and sustain excellent teaching and learning.
- The vibrant range of subjects taught and clubs offered is a significant strength and contributes strongly to pupils' excellent spiritual, moral, social and cultural awareness. The school's strong values, which run through every aspect of its work, embrace the cultural diversity of the community and the Nepali and military values of self-discipline, respect and responsibility. Tolerance, high-quality care, learning and life-long friendships are promoted well.
- Strong leadership is behind the school's track record of success. Humility, modesty and a dogged determination characterise the headteacher who is keen to celebrate the success of others, enabling them to shine. Her inspirational leadership is valued by staff, parents and governors alike.
- **The governance of the school:**
 - The School Governance Committee understands its role and responsibilities, the school's strengths and what it wants to achieve. Governors provide a balance of support and challenge by checking that priorities are being met and asking probing questions about the achievement of pupils. By using information from external consultants, school leaders, feedback from parents and their own regular visits, governors are increasingly well placed to hold leaders accountable for sustaining the school's excellent performance. Governors are advocates for the school in the community and help promote strong links with the Garrison and parents. They ensure that safeguarding arrangements are robust and implemented effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	132684
Local authority	Service Children's Education
Inspection number	410000

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 of pupils on the school roll	355
Appropriate authority	Service Children's Education
Chair	Dr Huw Morgan-Davies (Acting)
Headteacher	Mrs K Wood MBE
Date of previous school inspection	3 -4 March 2009
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