



HPS Friday Bulletin

Friday 10 February 2017, forthcoming events for the week commencing 20 February 2017

Monday	20.2.17	8.50am 3.15pm-4.30pm	The children return to school Hang Out after school club
Tuesday	21.2.17	8am-12.30pm 3.15pm-4.30pm	Dr Kay visiting school Hang Out after school club
Wednesday	22.2.17	All day 3.15pm-4.30pm 3.15pm-4.30pm 3.30pm-4.30pm	Willow Class visiting the Ashmoleum Museum Hang Out after school club Judo Club after school Maths parents workshop – more details below
Thursday	23.2.17	3.15pm-4.30pm 3.15pm-4.30pm	Hang Out after school club HPS Orchestra in the chapel
Friday	24.2.17	3.15pm-4.30pm	Hang Out after school club

School Review Outcomes

As promised last week, I have some headlines from our recent school review. Our school improvement partner, Eileen, looked at four key areas and I have summarised her findings below.

Effectiveness of Leadership and Management

We have worked very hard to address the issues from our last Ofsted inspection and all adults in our school have high expectations for all students. The capacity for our school to continue to improve is growing thanks to the formation of our new senior leadership team in September. Together, we involved in monitoring, writing sections of the school self-evaluation and associated actions plans. Training provided for these roles is having a very positive impact on attainment and progress of our key development areas of phonics and maths.

Governors have improved their skills and are holding school leaders to account, as shown through the minutes for governor meetings. Their school knowledge has been increased as a result of the systematic monitoring visits to school being made by governors. This information is recorded and used to make decisions about the school. The system used for the school to report back to the Warriner Multi Academy Trust is an effective one.

The Academy Partnership is adding value for the pupils at Hornton and from Hornton to the pupils and staff at other schools in the group. Teaching and leadership ideas and thinking are shared as are resources and expertise. Classrooms have recently been decorated at Hornton and the Growth Mindset approaches to learning have been delivered to schools in the group.

A broad and balanced curriculum is being provided for the pupils. The challenges of the building and space are managed in a positive way such as the chapel nearby being used for PE and assemblies.

The curriculum changes made a couple of years ago to ensure more focus on writing had a positive impact on progress for pupils. The 2016 KS2 results show pupils making the most progress in writing.

Leaders know the quality of teaching across the school. Equality of opportunity is woven through policy and practice resulting in a very positive school culture.

British Values and Spiritual Moral Social and Cultural Education are promoted through a number of avenues. Assemblies are used to good effect as are reflection times. During the review Y1 pupils were being helped to reflect on some of the feelings around the recent inauguration of President Trump and Y3/4 pupils were considering how important water is to life and how WaterAid helps those less fortunate than them.

Quality of teaching, learning and assessment

Eileen, Jennie Perry (our chair of governors), Mrs Locke and I undertook several lesson observations of all of our teachers throughout the day. Noted below are some of our observations:-

- A particular strength seen across the school is a genuine dialogue between adults and pupils around learning. As a consequence pupils are learning in depth over time. This also applies to the exceptional written communications noted in pupil books in some year groups where it was clear that the learning continued after the lesson had ended.
- Pupils are able to talk about their learning overtime and how it will help them in the future, such as when they take the SATs.
- Good use is made of learning time because of the high expectations for behaviour, organisation in classrooms and the use of resources.
- Pupil groupings and differentiation in planning are providing opportunities for activities to be focused on next learning steps.
- Teaching assistants are used effectively to support and lead learning, this is because they are trained well and communication between teaching assistants and teachers is effective.
- Very little time is being lost due to behaviour issues. Older pupils in particular, through the development of their attitudes to learning, are being well prepared for their transition to secondary school.
- Pupil books provide good examples of cross-curricular work taking place. The curriculum is being designed to motivate and engage the pupils such as the Super Heroes theme.
- Teachers demonstrated strong subject knowledge which was used to good effect with the pupils. In Early Years for example, where children were working on measurement, they were given the correct vocabulary linked to this. In Y6 this was also happening in a maths lesson when the 'commutative principle' was discussed.
- At one moment during the day a derogatory phrase was unwittingly used by a pupil. This was instantly corrected and followed up by the member of staff nearby.
- Parents were very appreciative of the information provided to them about their child's learning.
- The teaching of phonics is becoming a strength of the school. This was demonstrated when pupils from Y2 and Y6 were heard to read. Phonics knowledge was used to de-code.

Personal Development, Welfare and Behaviour

Parents speak confidently about safety in school and unanimously said their children were safe and happy and in some cases wanting to stay even longer at school. There are effective systems in place to keep children safe. Attendance is not as good as national figures but current information indicates improvements being made. Pupils were very keen to talk about their learning and are confident because systems that have been put in place to develop this are known by everyone and consistently followed. This is providing a firm platform when the transition to secondary school takes place. Pupils have a very positive attitude to school. They especially like the Dojo reward system.

A particular strength is the way new pupils are integrated into school life at Hornton. Parent and pupil comments and the work in books make it clear that new pupils are made to feel very welcome and as a consequence can get down to the important job of learning within a very short time frame.

Pupils conducted themselves impeccably at all times during the review. They demonstrate respect for adults and each other. On a number of occasions, pupils were able to discuss and debate issues in a considered way, showing respect for others' ideas and points of view.

Effectiveness of the Early Years provision

Children are supported very well to thrive and learn in Early Years. Provision across all areas of learning is planned carefully because assessment is accurate and based on high quality interventions. Data that the school is able to present shows children making progress, which is reflected in the learning journals. Outcomes for these children are now consistently above national and the gender gap is half that nationally. Consequently leadership of Early Years is strong.

Children are motivated and eager to join in and they display curiosity, imagination and concentration. During the visit the children were fully involved and enjoying a range of learning opportunities from measuring in maths with everyday objects, grating chalk and exploring the texture and qualities it had in this form as well as exploring and testing their physical abilities outside with a range of different resources. There was an effective balance between independent and adult led activities. The adults in the setting are skilled at observing, intervening when necessary and recording the learning by the children. This is because staff have been trained well and work well together.

These children are kept safe while at the same time are given the opportunities to take risks and test their developing physical abilities. They have been well taught about the expectations of school life and as a consequence they are able to participate in activities with the 'big' children on an increasing amount. They start the day with all of the other pupils and are starting to attend assembly with the rest of the school in the local chapel.

Overall effectiveness

Hornton is an improving school. The school is aware of its strengths and areas for development. Pupils are happy to be at school and teachers are keen to provide them with the best learning opportunities they can.

We are very proud of the hard work, dedication, effort and support of everyone involved within the school community. Our teachers, teaching assistants, support staff and governors do an amazing job! We know we are moving in the right direction but we know that we have a lot more still to do, so the hard work will carry on.

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News from our Foundation Stage classes

Occupations

Next term we would very much like the children to have the opportunity to hear from and meet people who do interesting jobs. If you or someone you know has an interesting job/career (fire officer, police officer, nurse, architect etc) that they would like to share with the children, please let us know.

Valuing effort

Within the Foundation Stage classes, children are encouraged to do as much as they can for themselves, promoting their independence as learners and capable individuals. Children are encouraged to manage their own lunch and snack routines, put on and hang up their coat, find what they need for their chosen learning activity, manage turn taking and helping others. We believe these skills are essential to developing a positive attitude towards themselves and others as competent and capable learners as they grow throughout school and into adulthood. This is also the case during personal care routines, where even the youngest children are encouraged to do what they can for themselves. Of course, we do offer all children an appropriate level of support, but find they very quickly manage things for themselves and take great pride in doing so. Not only are we supporting children's independence skills, but also helping children to understand that their body is theirs and they have the right to have a say in what happens to their body, promoting a disposition of ownership and the confidence to say no.

During these times of perseverance, experimenting and learning, children may get their trousers on back to front or their shoes on the wrong feet, however, we feel it is important to value and praise the great effort children have gone to to do these things for themselves (who said zips need to be at the front anyway!!) If you arrive and your child looks a bit upside down or back to front, it usually means they have shown great perseverance and done something for themselves, please value the effort they have gone to and greet them with praise and encouragement.

News from the PTA

Thank you

A huge thank you to everyone in Rowan Class who helped bake for the cake sale this week. We raised an incredible £111.60. Willow Class that's your target!

A DATE FOR YOUR DIARY!

We are hosting an Easter Disco for the children on the 31st March from 6pm- 9pm at the Pavillion! More information to follow soon!

Attendance this week

We've had a lot of children off ill this week, so our attendance percentages look poor.

Orchard Class – 99.17%

Oak Class – 77.17%

Willow Class – 93.33%

Rowan Class – 92.40%

Thought for the Day

'Coming together is a beginning; keeping together is progress; working together is success' Henry Ford

HPS Achievements this week			
100 Class Dojos	200 Class Dojos	300 Class Dojos	House Points
	Kean Webster Benjy Atherton Theo Burch Benjamin Baxter Taliyah Igweh Edie Madden Emily Cornelius Eli Richards Patrick Gardiner	Oliver Winter Ben Winter Lottie Atkinson	Buchan – 2337 Simon – 2221 Lively – 2849 Hawking – 2646
Work of the Week Orchard Class – Bella Freeman – for her super attitude to her learning and reading this week Oak Class – Leo Pearman – for his fantastic attitude to his learning all week Willow Class – Sophie Elliot – for her brilliant attitude to her learning and her fantastic story in English this week Rowan Class – Archie Hillman – for his efforts in learning and his ever-increasing maturity			

With very best wishes,
 Matt Green
 Headteacher