

Horniman Primary School

Inspection report

Unique Reference Number	100714
Local Authority	Lewisham
Inspection number	354871
Inspection dates	17–18 May 2011
Reporting inspector	Michael Merchant

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Malcolm Finnie
Headteacher	Julia Clark
Date of previous school inspection	22 November 2007
School address	Horniman Drive Forest Hill London SE23 3BP
Telephone number	02086993190
Fax number	02083999911
Email address	admin@horniman.lewisham.sch.uk

Age group	4–11
Inspection dates	17–18 May 2011
Inspection number	354871

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons or part lessons were observed, taught by eight different teachers. Meetings were held with pupils, members of the governing body, staff and the headteacher. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, school policies including safeguarding documentation, and the school development plan. In addition, questionnaires from 96 parents and carers, 89 pupils and 2 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of strategies to improve pupils' attainment, particularly in mathematics and in writing.
- The accuracy of teachers' assessments and the use of assessment information to plan further steps in learning.
- How well the school supports those pupils who join the school midway through a school year and those with particularly low levels of prior attainment.
- The impact of actions taken by school leaders and managers to improve the quality of teaching and learning.

Information about the school

This school is smaller in size to most other primary schools. While most pupils live locally, a small minority travel some distance from the surrounding area. There is a higher than average proportion of pupils from minority ethnic groups than found nationally, the largest groups being pupils from White any other White background and Black or Black British Caribbean heritages. There is a lower than average proportion of pupils who speak English as an additional language. The proportion of pupils who are known to be eligible for free school meals is below average. An above average proportion of pupils have special educational needs and/or disabilities, including those with a statement of special educational needs. Their needs relate mainly to behavioural, emotional and social difficulties. Children enter the Early Years Foundation Stage in the Reception class. The number of pupils joining and leaving the school at various stages of the year is above average. The school has a breakfast and an after-school club on the site and gained the Healthy School award in 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

Horniman Primary School provides a good education for its pupils. The community is harmonious and cohesive, and its diversity is seen as a cause for celebration. Adults ensure that the pupils feel extremely safe and that the social and emotional needs of each individual pupil are met extremely well. By the time pupils leave in Year 6, they are confident, well rounded young people, ready to play their full part in the world beyond primary school. Parents are delighted with the support provided for their children and their comments are reflected in the views of one who said, 'The school has a wonderful family atmosphere ... it feels like one big natural happy family.' The school's success stems from the strong leadership of the headteacher. She has high expectations of what the pupils can achieve and constantly strives, with her highly supportive assistant headteachers and staff, to make the provision even stronger.

Children get an excellent start in Reception which has improved markedly in recent years. The extremely wide range of stimulating activities provided means that children learn very effectively and make outstanding progress. By the end of Year 6, pupils' attainment is above average and is getting better year-on-year. Pupils make good progress in relation to their starting points when they joined the school and all groups achieve well. The leadership and management of teaching and learning are strong. As a result, teaching is good although there is some variation in its quality between classes. Teachers mark books carefully and regularly. Consequently, the advice teachers give to pupils on how to improve their work is effective and most pupils are clear about the next steps in their learning. In a minority of lessons, learning is held back because teachers do not always ensure that pupils are given sufficient time to work independently, to learn in an active way or to talk about their findings. Staff recognise that they have not yet fine tuned the use of assessment information sufficiently so that the tasks they set in lessons provide maximum challenge for the more-able pupils. Pupils with special educational needs and/or disabilities receive particularly effective support, both in class and in small group or individual tuition sessions, which enables them to make good and often outstanding progress in their learning. Pupils' very strong enjoyment of school, however, is not reflected in the overall attendance rate which, although rising, is still only average.

The governing body supports the school well and plays a key role in promoting safeguarding and good links with parents and carers. They are increasingly becoming more influential in evaluating the work of the school and playing an active part in setting school priorities. There is a strong sense of teamwork and pride in what has already been achieved, coupled with a total absence of complacency. School self-evaluation is accurate and, most importantly, the school knows exactly what to do further to sustain its journey towards excellence. School leaders have maintained the good provision and improved pupils' attainment since the last inspection. The successful actions taken to improve

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

mathematics and writing, for example, are further proof of the school's good capacity to secure further improvements.

What does the school need to do to improve further?

- Ensure that more teaching matches that of the best by:
 - ensuring that teachers specifically use assessment data to plan for, and extend, the learning of the more-able pupils at a consistently challenging pace throughout lessons
 - encouraging pupils to be more active and inquisitive in class and giving them more opportunity and responsibility to work independently.
- Work more closely with the few parents and carers whose children do not attend regularly enough to ensure that pupils' overall rate of attendance is 96% or better.

Outcomes for individuals and groups of pupils

2

Pupils achieve well academically and make good progress because learning is so greatly enjoyable and because they feel so secure in the school's highly supportive and encouraging atmosphere. This enjoyment stems from the good rapport pupils have with each other and their teachers.

Children join the Reception class with skills and abilities that are broadly those expected for their age. The work seen by inspectors confirms that pupils are working above the levels expected of them in reading, writing and mathematics. Pupils' writing skills have improved sharply as a result of the school's strategies to link sounds and letters in lessons and more opportunities to practise longer pieces of writing across a wide range of topics. Effective strategies to encourage pupils to solve higher level number problems, expressed in words, have led to most pupils now making good progress in mathematics.

There is very little difference in the progress made by the various groups of pupils, because the school is very conscious of their individual needs. For example, the school works very effectively to support pupils with special educational needs and/or disabilities, those with particularly low levels of prior attainment and those new to speaking English as an additional language. Detailed plans to support these groups, coupled with thoughtful deployment of learning assistants and timely interventions, ensure that they make similar progress to that of their classmates. Pupils who arrive at the school midway through the school year make good progress because of particularly good support, which is often tailored closely to their individual needs when they first arrive.

Most lessons are well organised so that pupils learn well and often make more than expected progress. However, a small minority of lessons are not as sharply focused on learning as others. For example, in a Year 3 mathematics lesson, clear steps to success helped pupils to structure their learning and make good progress. Whereas, in the introduction to a number activity in another Key Stage 2 mathematics lesson, too little account was taken of what pupils had achieved in the last lesson. As a result, not enough emphasis was placed on what the pupils needed to do to enhance their learning and make good progress.

Pupils have an excellent understanding of how to be safe in the community. They are confident that adults will assist them if there are any problems. Pupils have a good

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

understanding of right and wrong and an appreciation and enjoyment of the wonders of life around them. Pupils behave well, are lively, questioning and were keen to engage inspectors in conversation about their school. They develop good social and interpersonal skills and relish working collaboratively, having highly developed skills of listening, taking turns and giving and receiving positive criticism. This, together with above average attainment in the key skills of literacy and numeracy, means that pupils are prepared well for the next stages of their lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The care, guidance and support the school provides for all its pupils are exemplary. One pupil reflected the views of many when saying, 'This school is like my second family ... it makes me feel happy to learn.' The headteacher, staff and the governing body work inordinately hard to recognise and overcome barriers to learning that a pupil might have and these efforts are highly praised by parents and carers. Support for pupils with special educational needs and/or disabilities is especially strong and helps them to achieve well. Induction programmes are outstanding for those who arrive throughout the year and those starting in the Reception class. One new pupil said, 'I have been to lots of schools and this one is the best because you can learn more here.'

The quality of teaching and the engagement of staff with all pupils and their learning are good. Teaching is lively, tasks and concepts are clearly explained and activities are

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

carefully designed to challenge the pupils to learn at a swift pace. Pupils' levels of enjoyment and motivation are high because there is mutual respect between them and their teachers. Adults ask challenging questions and these help pupils to think and use more varied vocabulary in their answers. Teachers take care to ensure that pupils know exactly what is expected of them and what they need to do to improve. Teaching assistants are very effective in their work. All pupils, whatever their learning needs, are fully included in the activities and this has a positive effect on achievement and personal development. Learning is sometimes held back because all pupils work at the same pace, as directed by the teacher, which leads to insufficient challenge for the more-able pupils. Teachers sometimes talk for too long when explaining activities and key concepts which limits the time pupils have for active learning and working independently. As a result, on these few occasions, the rate of progress slows down giving pupils less time to articulate and build upon what they have learned by the end of the lesson.

The school has recently revised its curriculum to make it more exciting and creative. The themed approach means that effective links are made across a range of subjects. This has a particularly good impact on progress because it provides many opportunities for pupils to practise their basic skills. However, the school has not fully evaluated the impact of this approach on the pupils' learning and has not ensured, for example, that pupils have opportunities to develop longer pieces of writing across all themes. An excellent range of out-of-school activities, including the well attended breakfast and after-school clubs, provides pupils with many additional opportunities to enhance their learning and makes a valuable contribution to pupils' high levels of enjoyment.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's thoughtful leadership has given the school a clear direction and has directed improvement well to enhance pupils' educational opportunities. She leads the way in driving ambition and has established a shared sense of purpose to raise the aspirations of pupils and teachers alike. Consequently, teamwork is strong, staff morale is high and pupils' progress is accelerating. There is good commitment from all staff to achieve the best for all the pupils. School leaders track pupils' attainment closely and ensure class teachers are aware of anyone in danger of falling behind. Expectations of what pupils can achieve are high, but the school acknowledges that there are still a few pupils who could achieve even more, especially in the more advanced aspects of writing. At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils vigorously through sophisticated monitoring and exemplary support. Progress

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

for all groups of pupils, given their different starting points, is broadly similar, indicating that the school's commitment to equal opportunities is translated effectively into practice.

Subject leaders fulfil their responsibilities well. They are growing into their roles effectively and are actively involved in checking pupils' attainment and progress in their respective areas. The effectiveness of the governing body is good. It is increasingly able to hold the school to account for its work and has been influential in helping senior managers secure good school improvement. It fulfils all legal requirements, and all safeguarding arrangements were found to be effective at the time of the inspection. Good practice in safeguarding and child protection is evident in all areas of the school's work.

The school prides itself on working very well with the local community and forms strong relationships with families, including those that may be considered to be harder to reach. In this highly inclusive school, every child matters and individual needs are considered very specifically. Community cohesion is good. The school develops pupils' understanding of their religious, ethnic and socio-economic context well. Leaders have ensured that pupils are developing into caring citizens who respect and value the views of others, and that a set of common, shared values is embedded in every pupil. However, the school recognises that not enough has been done to enable the school to evaluate the impact of its promotion of community cohesion across all year groups.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Excellent provision for the Reception class enables children to achieve very well and develop good independence. Children greatly enjoy their learning, especially their sessions in the 'Faerie Hollow', the highly imaginative outdoor area. Here, children were seen to be learning excitedly as they followed a treasure hunt looking for lost faeries and using clues developing their understanding of 'longer' and 'shorter'. Others were making 'faerie

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

houses' and 'faerie potions', selecting suitable materials and helping each other with the designs. The development of children's personal and social skills is outstanding. Good teamwork and rigorous assessment arrangements support children effectively, helping them to gain confidence and to learn school routines quickly. Consequently, children make rapid progress so that by the time they reach Year 1 they are working above expected levels. Relationships between adults and children are outstanding. The excellent behaviour is a result of the high expectations and the welcoming, calm environment. The highly effective leadership and management of the Early Years Foundation Stage mean that leaders are fully aware of the strengths and areas they wish to develop. They have created a vibrant, stimulating learning environment both indoors and outside. Children with learning difficulties and/or disabilities, including those who speak English as an additional language, are identified early. Their progress is closely monitored and support is introduced when necessary. The impact of outstanding provision and teaching is that the children are happy, enthusiastic learners.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

About one-half of parents and carers of pupils registered at the school responded to the Ofsted questionnaire. The school clearly enjoys the confidence and support of the parents and carers who returned the questionnaire. A number of individual comments praised the extremely high quality care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities and those new to the school. The few criticisms were followed up as inspection trails during the visit. For instance, while most parents and carers feel that unacceptable behaviour is effectively dealt with, a small minority expressed concerns. The inspection findings are that behaviour is good in and around the school. Although a very few pupils do occasionally present challenging behaviour, this is dealt with well. Any more serious incidents, which are few and far between, are fully documented and parents and carers are informed and consulted. The views of the parents and carers interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horniman Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	71	23	24	2	2	2	2
The school keeps my child safe	62	65	30	31	2	2	2	2
My school informs me about my child's progress	45	47	47	49	2	2	2	2
My child is making enough progress at this school	47	49	41	43	3	3	2	2
The teaching is good at this school	51	53	43	45	0	0	2	2
The school helps me to support my child's learning	47	49	44	46	3	3	2	2
The school helps my child to have a healthy lifestyle	51	53	41	43	1	1	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	45	41	43	5	5	2	2
The school meets my child's particular needs	47	49	39	41	2	2	2	2
The school deals effectively with unacceptable behaviour	27	28	49	51	12	13	3	3
The school takes account of my suggestions and concerns	37	39	48	50	4	4	2	2
The school is led and managed effectively	48	50	38	40	5	5	2	2
Overall, I am happy with my child's experience at this school	64	67	28	29	1	1	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 May 2011

Dear Pupils

Horniman Primary School, London SE23 3BP

Thank you all for the warm welcome you gave us when we visited your school recently. What a lovely two days we had. We enjoyed meeting and talking to you and particularly enjoyed listening to you sing and your samba drumming. You go to a good school and you are right to be proud of it. Here are some of the good things we found out about Horniman Primary School.

- You make good progress as you move through the school and you achieve well. By the time you leave at the end of Year 6, your attainment is higher than that of pupils in most other schools. This is because you work hard and the impact of the good teaching that you receive.
- Your teachers and other adults take very good care of you. You told us they make sure that everyone feels completely safe and secure.
- You behave well around the school and in your classes and you look after each other so well. You relish working in groups and helping each other to learn and you readily help your classmates when they find things difficult.
- Your headteacher, members of the the governing body and all the other staff know in detail how to make sure that your school continues to improve.

To help the school improve further, we have asked those who lead and manage the school to do two things.

- Ensure that more of you make even more progress by the time you reach Year 6 by making sure that the work that is planned for you is not too easy or too hard, but always just at the right level of challenge and that you are able to learn more things on your own.
- Make sure that more of you attend school regularly and take fewer days off school.

I am sure that you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant

Lead inspector

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.