

# Horn Park Primary School

Alnwick Road, London, SE12 9BT

## Inspection dates

13–14 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not achieve well enough throughout the school in Years 1 to Year 6, particularly in their speaking, writing and problem solving skills in mathematics.
- The systems for checking on the quality of teaching are inconsistent so the school is not clear if recent efforts to improve it have worked.
- Subject leaders do not influence the quality of work in their subjects sufficiently to increase pupils' quality of learning.
- Behaviour is not managed consistently well by staff.
- Teaching typically requires improvement because tasks are not matched closely to pupils' different abilities, and higher ability pupils in particular are not always stretched in their learning.
- Pupils do not know their targets well enough to guide their learning effectively and there are too few opportunities for pupils to think about their teachers' marking or correct mistakes to improve their work.
- Leaders and governors have not ensured that the school has improved rapidly enough since the previous inspection.

### The school has the following strengths

- Children in the Nursery and Reception classes enjoy lessons and make good progress, particularly in learning the sounds that letters and combinations make to lay a good foundation for their reading ability.
- The school provides appropriate additional support for disabled pupils and those with special educational needs.
- Pupils like attending and say that they enjoy going to a wide range of clubs and activities after school.
- Some taught activities motivate pupils' enthusiasm to learn and pupils make quicker progress as a result, particularly in their reading skills.

## Information about this inspection

- Inspectors observed 17 lessons, one of which was a joint observation carried out with the headteacher. They also observed two assemblies, visited the breakfast club and listened to a small number of children read in Years 2 and 6.
- Meetings were held with staff, pupils, a representative from the local authority, the Chair of the Governing Body and two members. Inspectors took account of the 21 responses to the on-line Parent View questionnaire as well as any parents' views which were communicated orally or in writing.
- Inspectors scrutinised a range of documentation including nationally published and the school's own data, the school's self-evaluation, improvement plans, safeguarding policies and records and documents relating to performance management.

## Inspection team

Lesley Leak, Lead inspector

Additional Inspector

Elizabeth Cole

Additional Inspector

David Westall

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for additional funding, through the pupil premium, (funding allocated to support pupils who are known to be eligible for free school meals, in care of the local authority or are from service families) is well above average.
- The proportions of disabled pupils and those who have special educational needs are above average. Their needs are mainly related to speech and language or communication.
- The school serves a diverse community, with a wide range of minority ethnic groups represented, and the proportion of pupils who are learning English as an additional language is above average.
- The school operates a breakfast club managed by the governing body.
- There is no alternative provision.
- The school meets the government's current floor targets, which set the minimum expectations for attainment and progress.

### What does the school need to do to improve further?

- Improve teaching so that it is typically good to lead to better achievement by:
  - making sure that lessons are consistently well planned and move at a brisk pace to meet the needs of all pupils, including the most able
  - improving the effectiveness of teachers' marking so that all pupils not only know their next steps and how to achieve them, but are routinely given opportunities to act on their teachers' comments and work on their corrections
  - improving pupils' speaking skills so pupils develop more confidence to write
  - developing pupils' problem solving skills in mathematics.
- Improve pupils' behaviour by:
  - providing more lessons which motivate and interest them
  - ensuring that systems to monitor behaviour on the playground are effective
  - ensuring that all staff implement the behaviour policy in a consistent way.
- Improve the quality of leadership by:
  - implementing consistently effective procedures to improve teaching
  - strengthening how well subject leaders promote improvements in key subjects so their role in checking and improving teaching and learning is more effective
  - ensuring that actions taken to promote school improvement are precise, clear and checked carefully to ensure they have worked
  - ensuring that leaders and governors accelerate the pace at which the school improves.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because not enough children make rapid progress over time once they leave the Reception class.
- Children enter the school with skills below the expected level for their age. As a result of good provision, particularly in the Nursery, they leave Reception achieving standards that are in line with national expectations in many areas of their development.
- The school's information on progress shows some pupils make better gains owing to improved checks on how well they are doing. However, the school is aware that there are still some pockets of slower or uneven progress to tackle if the recent rise in pupils' achievement is to be sustained.
- Pupils are making quicker progress in reading. The results of the phonics check for six-year-olds demonstrate pupils' above average reading skills. Pupils at Key Stage 2 also make quicker gains in their reading abilities as a result of the school's actions to help their confidence.
- The school has identified pupils' writing as a skill requiring further improvement, and efforts to improve their speaking skills, to help them to write more confidently at length, are not yet fully effective.
- The school's checks on pupils' achievement in mathematics indicate it is improving by the time pupils leave school in Year 6, but their problem solving skills are a weaker aspect of their mathematical understanding.
- Disabled pupils and those with special educational needs reach average standards in line with all pupils as the school has provided appropriate additional support for this group of pupils.
- Overall the achievement of pupils from minority ethnic groups is broadly similar to other pupils. Those pupils who speak English as an additional language make better progress to other groups as a result of support which is well matched to their needs.
- Pupils eligible for the pupil premium do not make as much progress as other groups, although the gap between them and other pupils is beginning to narrow, albeit slowly.

### The quality of teaching

### requires improvement

- Teaching requires improvement as its quality is too inconsistent; as a result, rates of progress are not fast enough for many pupils.
- Not all lessons meet the needs of each pupil and teachers do not always plan challenging enough activities and more demanding tasks for the more able. Overall, teachers' expectations of what these pupils can achieve are not high enough.
- Additional adults who support pupils in need of extra help, including pupils who have special educational needs or who are in the early stages of learning English, are effective in meeting their pupils' specific learning, often through in-class support or one-to-one tuition.
- Extra mathematics and literacy activities are provided for pupils at risk of underachievement, including those who are eligible for the pupil premium. This is starting to impact on pupils' rates of learning, although it is too early to assess if the support is fully effective.
- Marking is regular and pupils have guidance on how to improve the quality of their work. However, pupils are not always clear about their next steps to take and too often there are missed opportunities for pupils to reflect on their teachers' guidance, to correct their mistakes or to attempt further challenges to build on what they have learned.
- Where teaching is more effective, teachers set work that accurately meets their learning needs and well-pitched activities move pupils' understanding on at a brisk pace. In one well taught Year 6 English lesson, having presented the pupils with an extract from a suitably challenging story, the teacher skilfully asked questions which enabled pupils to get 'under the skin' of the main character. By encouraging all of her pupils to talk at length about what the character was

like, before writing their imaginary obituaries about him, it extended their thinking and meant that their writing was of a high quality.

- Reading is increasingly well taught throughout the school. Pupils' phonic knowledge develops systematically and this is particularly so in Reception and Key Stage 1 where pupils make good progress. Underperforming readers now have extra support so that they are more confident readers.

### **The behaviour and safety of pupils**

### **requires improvement**

- Most pupils behave well in lessons, except when work fails to challenge their thinking or work rate. Not all staff conform to the procedures laid down in the school's behaviour policy, which means that some pupils do not listen properly to the teacher's instructions or their attention wanders and then do not learn as well as they should.
- Pupils say there is occasionally poor behaviour on the playground which goes unchecked. The school is aware of this and has a pupil buddy system to strengthen the ethos that everyone is equally valued and supported if they feel worried. However, the school does not check often enough to see how well the system is working to be confident of its full effectiveness.
- Bullying is uncommon, but does occur. School records and discussions with pupils suggest incidents are addressed appropriately, but a small number of parents disagree. Pupils say they feel safe and know what to do if a bullying incident arises.
- Having been broadly average for some years, attendance has improved recently, owing to the more robust approach taken by the headteacher to help some parents and families. Pupils are punctual to school.
- Regular assemblies are used to encourage moral and spiritual reflection and their impact is felt in most pupils' understanding of what is right and wrong, although some pupils find it difficult to follow the school's ground rules for behaviour.

### **The leadership and management**

### **requires improvement**

- Leadership and management require improvement because leaders at all levels have not been significantly successful in improving the school's overall effectiveness since its previous inspection quickly or consistently enough. However, the school's recent record of better progress for some pupils in reading and mathematics indicates that change for the better is starting to take effect.
- The headteacher, alongside senior staff, now benefit from better information about how well pupils are doing which enables them to identify any pupil who are falling behind, in order to accelerate their achievement.
- Systems and procedures for checking on the quality of teaching are tied into appropriate training opportunities for staff and are starting to improve the quality of teaching in some classrooms. However, these actions are not always clear or precise. Phase leaders monitor pupils' progress effectively and provide extra support where it is needed, but subject leaders do not pay close enough attention to assess how initiatives are progressing in classrooms on a day-to-day basis.
- The school knows its strengths and weaknesses and there is a suitably focused action plan to tackle areas of improvement. However, some of the new approaches to teaching have yet to be evaluated for their effectiveness in improving pupils' achievement.
- The curriculum is sound. It meets pupils' needs well and there is a good range of extra-curricular opportunities. Pupils' spiritual, moral, social and cultural development is promoted appropriately, although occasionally some pupils do not always take on board the school's values. Pupils are taught and have an appreciation about other faiths and cultures.
- Support for pupils' personal and social development is effective. For example, pupils in the upper part of the school provide support for fellow pupils in Years 1 and Reception with topic work for one lesson a week. In one well managed science lesson, Year 6 pupils were paired up with those

in Year 1 and both age groups benefited from the educational experience.

- The school works hard with parents to ensure they are fully aware of the school's work, including details of curricular topics, and it provides good training for parents to support their children at home. Most parents who responded to the Parent View questionnaire were supportive of the school.
- Following on from the previous inspection judgement, the local authority has provided support, such as arranging for a local National Leader of Education to help the school move forward.
- **The governance of the school:**
  - Governance has improved since the last inspection. The governing body is starting to become more effective in its ability to challenge and support the school. The governing body is acutely aware that there are gaps in some pupils' achievement and is now wholly committed to moving the school forward. The governing body receives regular evaluations of the school's performance and, consequently, knows what the school is doing well and where it must do better compared to others. Governors know how the additional funding for the pupil premium is spent but have not as yet assessed if it has made a difference. They pay close attention to the school's evaluation of teaching, staff performance, and its organisation and are aware of the need to align staff salaries closely with how well pupils achieve. They are starting to spot where improvement needs to be more rapid. The governing body ensures that safeguarding arrangements meet statutory requirements. Members of the governing body have been well trained by the local authority to fulfil their duties. The governing body strictly holds the school to account for managing its finances.

## 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

<b>Unique reference number</b>	100132
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	404712

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	359
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Elliott
<b>Headteacher</b>	David Roll
<b>Date of previous school inspection</b>	22–23 September 2010
<b>Telephone number</b>	020 885 75003
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