

Horniman Primary School

Horniman Drive, London SE23 3BP

Inspection dates 12–13 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The breadth of learning at this school is extensive. A very wide range of highly popular clubs at lunchtime and after school supplement well-taught lessons during the school day.
- Pupils achieve well. Almost all reach the nationally expected Level 4 in reading, writing and mathematics by the time they leave Year 6.
- Music, drama, dance, outdoor learning in the woods, philosophy and debates successfully extend pupils' experience and help prepare them for later life and learning.
- Leaders, including governors and the new headteacher, are successfully driving improvements in teaching and achievement, especially in writing.
- Children get off to a good start in the Reception class. They are happy and keen to learn.
- Pupils behave well and feel safe. They have very positive resilient attitudes towards learning and life. The school council, eco council and work on sustainability help prepare them for later life as active, responsible citizens.
- Relationships are good. The school is unified and cohesive. Pupils, parents and staff are positive and morale is good.

It is not yet an outstanding school because

- Teaching does not help all pupils to make rapid progress in reading, writing and mathematics.
- Teachers do not always give pupils enough time to use and practise what they have learned.
- Time for learning is sometimes reduced because activities are sometimes a bit too easy or difficult for some pupils. This is particularly so for more able pupils who sometimes have to wait before they proceed.
- Teachers do not correct spellings sufficiently, or give pupils time to respond to marking or learn from their mistakes.
- The roles of subject coordinators and other leaders are under review, as the school grows and has more choice about what it teaches. Some are not sufficiently well trained or equipped for their new roles.

Information about this inspection

- During the inspection, 21 lessons or part-lessons were observed, seven of them jointly with the headteacher or assistant headteacher. Teachers of all eight classes, as well as teaching assistants and the learning mentor, were observed during the inspection.
- Discussions were held with parents, pupils, governors, a representative from the local authority, senior leaders and staff.
- Inspectors received the views of parents through the 66 responses to the online questionnaire, Parent View and informal discussions.
- The inspectors considered the views of staff, through the 11 responses to the Ofsted inspection questionnaire and discussions.
- The inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' current progress, pupils' work, checks on the quality of teaching and pupils' achievement, local authority reports, documents relating to safeguarding and records relating to behaviour and attendance.

Inspection team

Jo Curd, Lead inspector

Additional Inspector

Keith Tysoe

Additional Inspector

Full report

Information about this school

- This school is smaller than most other primary schools. It has one single-age class in each year group, from Reception to Year 6, with an additional class in Year 2.
- The proportion of pupils who are known to be eligible for pupil premium funding is lower than the national average. This is additional funding for specific groups of pupils, in this case, those who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs, supported at school action, is lower than the national average.
- The proportion of disabled pupils and those who have special educational needs, supported at school action plus or with a statement of special educational needs, is just above the national average. The proportion was particularly high in Year 6 in 2013.
- A very few pupils with volatile behaviour are taught full time at New Woodlands Centre.
- A high proportion of pupils are from a wide range of minority ethnic groups. The proportion of pupils who speak English as an additional language is lower than in most other schools. A very few are at early stages of learning English.
- A new headteacher started at the school in January 2014. The role of one of the two assistant headteachers, who is on maternity leave, is being covered by the Early Years and Key Stage 1 coordinator.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- The school is growing and plans for substantial building work to accommodate an additional class from September 2014 are underway.

What does the school need to do to improve further?

- Raise achievement, especially of the more able, by improving the quality of teaching through making sure that:
 - pupils have enough time to practise and use all the skills they are taught
 - pupils have time to respond to and learn from teachers' marking and their own mistakes, especially in spelling
 - activities are suitably challenging for all pupils.
- Complete the review of the leadership and management structure, implement any new roles and ensure that all leaders and managers are fully trained and equipped for these.

Inspection judgements

The achievement of pupils

is good

- Pupils, including those from minority ethnic backgrounds and those who speak English as an additional language, achieve well. By the end of Year 6 almost all pupils reach Level 4 in reading, writing and mathematics. This means that they have a good grasp of basic skills and are well prepared to move on to secondary school.
- Progress in the Early Years Foundation Stage is good. Children are keen to learn, develop good levels of independence and are well prepared for the next stage in their education. They gain good understanding and use of phonics (the sounds which letters make) and are beginning to read well.
- All groups of pupils achieve particularly well in reading and communication. A high proportion of pupils do well in the national phonics check for six-year olds. In 2013 all the pupils had succeeded in this by the end of Year 2. Pupils read widely and often, both at home and school. Frequent opportunities for discussions in class and school debates help pupils' speaking and listening skills.
- Progress in writing, particularly spelling, has been slower than in reading and mathematics. However, leaders are raising the profile of writing throughout the school and attitudes and achievement are improving. Spelling remains an issue however, as teachers do not always correct this effectively or, when they do, they do not give pupils the chance to act on the advice given and so learn from their mistakes.
- Pupils known to be eligible for the pupil premium achieve well across the school. By the end of Year 6 in 2013, all these pupils had made expected progress in reading, writing and mathematics. The proportion of pupils who made more than expected progress in writing and mathematics was above the national average and the gaps in their attainment compared with others in the school is closing. Despite this, because of lower starting points, their attainment remains three and a half terms behind in English and two and a half terms behind in writing.
- Disabled pupils and those with special educational needs progress well. Small support groups, led by teaching assistants, are particularly effective. These assistants explain concepts clearly and calmly, simplifying activities and tasks. Pupils who occasionally work outside the classroom are calm, attentive and eager to improve. Occasionally, activities in class are too difficult for some pupils which slows their learning overall.
- High attaining pupils, who learn more quickly or easily, achieve well and are well prepared for later life and learning. In the past, too few of these pupils reached the higher Levels 5 or 6, because activities were sometimes too easy, or because pupils had to wait for explanations before they moved on to develop their work. The school is aware of this and is already providing more challenging tasks for these pupils. Many of these pupils are already working securely at these higher levels, especially in reading.
- The number of pupils taught at New Woodlands Centre is too small to report on their achievement.

The quality of teaching

is good

- Teachers plan and prepare interesting lessons and activities. Pupils enjoy these and are keen to learn. They were particularly enthralled by a science lesson in Year 5, in which they investigated the differences between materials, including cotton wool, tissue paper and tin foil, by making ear muffs and listening to how well music of their choice was muffled by each. This helped their communication and scientific skills well.
- Teaching in the Early Years Foundation Stage is good. Children busily engage in a wide range of stimulating and interesting activities. There are good opportunities for them to learn from adults, from each other and on their own. During the inspection, children were inspired by a topic on

spies. They wrote secret messages, used numbers to form codes, dressed up as 'spies' and followed a set of footprints around the woods, to form and read a hidden message. All these activities helped their social, physical, language, literacy and number skills well.

- Pupils engage well in their learning and try hard. However, some activities are slightly too hard for some and slightly too easy for others. This slows their learning and means that they do not achieve quite as well as they could. For example, more able pupils sometimes finish a task quickly and have to wait for others before they move on.
- Staff make good use of the limited space around the school. Small groups of pupils, particularly those who are less able, are often taught by teaching assistants outside the classroom. This really helps their concentration, behaviour and attitudes, as teaching assistants are calm, patient and skilled. These pupils receive clear explanations, as well as effective adult attention, to move their learning on.
- Pupil premium funding is used to finance additional teaching for English and mathematics for eligible pupils. This contributes to their successful achievement, helps reduce discrimination and ensures equality for all.
- The teaching of writing has improved. Since her arrival, the new headteacher has raised its profile even further, by creating a working wall where writing from pupils of all ages is displayed and celebrated. This has raised pupils' motivation for writing, as well as their understanding, as teachers' praise has highlighted particular features, which others can then use in their work.
- Lessons occasionally do not achieve a balance between the teacher's input and the extent of time for pupils to practise and use the skills they are learning. This was particularly evident in one Key Stage 2 mathematics lesson about time, where pupils did not have enough chance to develop or deepen their learning by working things out for themselves.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite, friendly and interested in life and the world around them. They enjoy learning, particularly in mathematics and writing, sports, music and after-school clubs.
- Their positive behaviour and attitudes play a significant part in their positive learning. They listen carefully and quickly respond to teachers' requests. Occasionally, a few pupils lose concentration if introductions last too long, or if activities are slightly too easy or difficult for them.
- The learning mentor and art therapist have a positive impact on enjoyment, motivation and behaviour, especially of those with special educational needs, including some with slightly volatile behaviour. There are marked improvements in the behaviour of those who sometimes find it hard to stay calm, especially if things change or become challenging.
- Citizenship and social responsibility are emphasised through philosophy and school debates, as well as the school and eco councils. These successfully help pupils understand how they can have a positive impact on their environment and give them opportunities to do so. Pupils have been involved in developing the playground, improving school meals and reducing waste, such as electricity, around the school.
- The school's work in keeping pupils safe and secure is good. Persistent reminders to pupils and families about the importance of regular attendance have been successful. Attendance is now above the national average.
- Pupils feel safe because relationships with peers and staff are good. They develop good levels of independence and confidence, but also ask for any help they need, readily and confidently. They know that staff and fellow pupils care about them and are ready and willing to help others too.
- Pupils develop a good understanding of different types of bullying, including physical, verbal and cyber bullying. They know that such incidents are rare and have every confidence that staff and peers will help them sort out any such issues quickly and effectively.
- Systems to recruit suitable staff, as well as to identify and follow up any concerns about pupils' welfare, are all securely in place.

- After-school and breakfast clubs provide a safe and settled start and end to the day for the relatively high numbers of pupils who use them.
- Leaders liaise weekly with staff from New Woodlands Centre and are confident that their pupils there are safe and supported well.

The leadership and management

are good

- The new headteacher has rapidly gained a very clear and accurate picture of the school. She is already having a positive impact on teaching and achievement. She is experienced in school development and determined to drive this school even further forward. She is reviewing the leadership and staff structure, as well as training needs, to meet the needs of the school as it grows and has more choice about what it teaches.
- The school is popular and oversubscribed. It has a good reputation. In 2013 it won the first prize of £5,000 in a national competition, where pupils presented it as 'The school I would like'. It has used the money to create a pedal-powered radio station, which pupils generate and run.
- Leaders, such as subject leaders and the special educational needs coordinator, know the school well. They use their findings to drive improvements in the teaching and learning. Some relatively weak teaching has improved. There are positive features in all the classes. However, teaching needs to be improved further, so that achievement of all pupils, especially the more able, is even better.
- Pupils have very broad opportunities for learning, which extend their experiences and help prepare them for later life and learning. Lessons and a huge range of clubs, including music, drama, dance, music, philosophy and outdoor learning in forest school, help pupils' achievement and their spiritual, moral, social and cultural development.
- Sport and fitness have a high priority in the school. Primary sports funding is used effectively in conjunction with other local schools, to extend the range of sports offered, provide opportunities to compete outside the school, provide training for staff and buy new resources. Following a successful trial of an exercise scheme in two classes last year, leaders have now extended this to all age groups. This offers 20 minutes of exercise for all pupils every day. Pupils enjoy sport and participate actively and enthusiastically. This successfully helps their health, fitness and well-being.
- The local authority provides light-touch support for the school, mostly discussing outcomes and achievement with leaders and governors. It also provides additional support for the new headteacher and will conduct observations of teaching and learning with her imminently.
- **The governance of the school:**
 - Governance is good. Governors are well trained and knowledgeable. They meet all statutory duties for safeguarding well. They have a good understanding of the quality of teaching and rates of achievement in the school. The level of their debate and challenge is high, because they are able, astute and experienced. They manage finances well and take a central role in the performance management of the headteacher. Systems to manage the performance, review and reward of teachers are firmly based on how well all their pupils achieve. Governors not only know how additional finance for pupils known to be eligible for the pupil premium and primary sports is spent, but also the impact of this on pupils' progress, health and well-being.

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	100714
Local authority	Lewisham
Inspection number	440929

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	231
Appropriate authority	The governing body
Chair	Sonia Colwill I
Headteacher	Julie Loffstadt
Date of previous school inspection	17–18 May 2011
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