

Horn Park Primary School

Alnwick Road, London, SE12 9BT

Inspection dates 25–26 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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 school has rapidly improved since the last inspection and now provides a good standard of education for its pupils.
- Key to the improvements has been the visionary leadership of the executive headteacher, headteacher and consultant leader.
- Pupils now achieve well. They make good progress and achieve above average results by the end of Year 6.
- Pupils who speak English as an additional language, disabled pupils and those with special educational needs, and pupils eligible for additional funding, make good progress.
- Pupils' behaviour is consistently good. They have good attitudes to learning, enjoy their lessons and are always engaged.
- Pupils feel safe in school, and the school's safeguarding processes are rigorous.
- The quality of teaching is good. Teachers have good relationships with their pupils, and set work which makes them think and learn in all subjects.
- An effective partnership with three other primary schools has helped the school improve quickly.
- The school's leaders make regular and effective checks on how well pupils are learning.
- Governors support the school and ask questions of senior leaders which help them improve pupils' achievement. Governors visit the school regularly.
- The quality of display in classrooms and around the school is excellent. Pupils have many opportunities to use art in lessons.
- The school promotes pupils' spiritual, moral, social and cultural development well.

It is not yet an outstanding school because

- Not enough teaching is yet outstanding.
- Sometimes, teachers' marking of pupils' work could be more helpful, particularly in mathematics.
- The school has yet to engage all parents fully enough in supporting their children's education.

Information about this inspection

- This inspection took place with half a day’s notice.
- Inspectors observed 20 lessons or part-lessons, including 12 joint observations with members of the school’s leadership team. In addition, inspectors made some short visits to classes and other parts of the school to look at pupils’ work and observe behaviour and safety. Inspectors also visited the playgrounds, assemblies, the breakfast club and a workshop for parents. They listened to pupils read in Years 1, 2, 3 and 6.
- Inspectors held meetings with the executive headteacher, the headteacher, the consultant leader, teachers with responsibilities for subjects, the inclusion leader, the Chair of the Governing Body, a number of parents and a group of pupils. The lead inspector also met a representative from the local authority and had a telephone conversation with a parent that requested it.
- The inspection team observed the work of the school and looked at a range of documents, including the school’s information about pupils’ attainment and progress, the school’s improvement plans and self-evaluation, records of the monitoring of teaching and learning, documents relating to teachers’ performance, school policies, the organisational plan of the curriculum, safeguarding information, reports from local authority advisers and the minutes of governing body meetings. The lead inspector also scrutinised the school’s website.
- Inspectors took into account the 37 responses to Ofsted’s online questionnaire Parent View, the outcomes of the school’s own surveys of parents and pupils and discussions with parents at the start of the school day and by telephone. The views of 26 staff who completed the staff questionnaire were also taken into account.

Inspection team

David Thomas Hatchett, Lead inspector	Additional Inspector
Clementina Olufunke Aina, Team inspector	Additional Inspector
Gavin Jones, Team inspector	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. There are two classes in each year group and morning and afternoon Nursery classes. A breakfast club is run by the school each morning.
- The proportion of pupils from minority ethnic backgrounds is much higher than average, the largest group being of Black African heritage. The number of pupils who speak English as an additional language is above average.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is much higher than average. This funding is for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The percentage of pupils who join or leave the school at other than the usual times is much higher than average.
- The proportion of pupils with special educational needs and supported at school action is much lower than the national average. However, the proportion supported at school action plus or with a statement of special educational needs is more than double the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Most teachers have been appointed since the previous inspection. A new headteacher and consultant leader were appointed in the summer of 2013. In April 2013, the school joined a federation with three other local primary schools, the Compass Partnership, which is led by an executive headteacher who spends part of each week at the school.

What does the school need to do to improve further?

- Make teaching even more effective by:
 - improving the quality and consistency of marking and feedback to match the best in the school
 - ensuring that in all lessons, teachers explain to pupils what they will learn rather than just what activities they will complete.
- Engage parents more fully to help them give the best possible support for their children's education.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with levels of knowledge and skill that are below those that are typical of the age group, particularly in relation to speech, communication and social skills. They make rapid progress in the Nursery and Reception classes because of good provision and enter Year 1 with levels which are slightly above national expectations.
- In Key Stage 1, pupils make consistently good progress in all subjects and classes. This is because the teaching is good. As a result, by the time they leave Year 2, their attainment is above average in all subjects, including reading.
- Pupils also make consistently good progress in Key Stage 2, so that in 2013, their attainment at the end of Year 6 was above average.
- The achievement of pupils of Black African heritage is good. Results in national tests at the end of Key Stage 2 in 2013 were above average for this group.
- The achievement of the most able pupils in the school is good, and as a result, a greater proportion than seen nationally attain the higher levels by the end of Key Stage 2 in all subjects. This is because teachers typically provide work that stretches these pupils and makes them think for themselves.
- Pupils' reading has improved this year as a result of improvements in teaching and resources. The teaching of phonics (letters and the sounds they make) is effective in the Early Years Foundation Stage and Key Stage 1. As a result, an above average proportion of pupils meet the expected standard in the phonics screening check at the end of Year 1. Pupils' attainment in reading at the end of Key Stage 2 is above average.
- Disabled pupils and those with special educational needs, and those who speak English as an additional language, make similar progress to that of other pupils in the school. This is because teachers plan activities that are at the right level and use a good range of resources to aid learning. Additional adults generally support the learning of these pupils well in lessons.
- Pupils eligible for additional funding make similar progress to their peers in all year groups. In national test results, pupils eligible for free school meals were approximately two terms behind their peers in 2013 by the end of Year 6. However, inspection evidence shows that this gap is narrowing.
- Pupils' achievement is notably high in some subjects. They do particularly well in art and design, for example, and pupils' work displayed in corridors and classrooms shows extreme care and attention to detail.
- All groups of pupils succeed and make good progress during their time in the school, demonstrating the school's unswerving commitment to equality of opportunity.

The quality of teaching is good

- The quality of teaching is good in all subjects, and has improved since the last inspection because of strong leadership and improved monitoring. Also, teachers have been able to draw upon models of good practice from across the partnership.
- Teaching is characterised by very positive relationships between pupils and adults. Teachers make lessons enjoyable for pupils with their enthusiastic style and by choosing exciting resources which capture pupils' interest. For example, children in a Reception class made good progress as they used modelling material and a mixture of 2D and 3D shapes to learn about the properties and patterns of shapes.
- The majority of teachers ask well-thought-out questions to check pupils' understanding. They plan interesting and relevant activities and provide effective support to help pupils make good progress. This was particularly evident in a Year 2 English lesson, where pupils were finding out information about the Cutty Sark by devising questions to ask the people involved.
- Teachers know their pupils and the current levels they are working at, and set work in lessons

which is at the right level and helps them to make good progress. Teachers link subjects together to help pupils with their understanding. Pupils said that this helps them learn and 'makes things make sense.'

- Teachers generally mark pupils' work regularly and sometimes provide helpful comments so that they know what to do next. Marking is particularly helpful in literacy books, but it is not always as comprehensive in some classes and in mathematics.
- Teaching assistants support the teaching well and provide help for those pupils who find managing their behaviour difficult and those with special educational needs.
- The teaching of reading and phonics is good. Pupils read accurately and with interest, and can explain why they choose the books they do, referring to the cover summary, reviews, illustrations and a scan read of the first chapter.
- Teaching is enhanced by the high quality of display in classrooms and around the school. This celebrates pupils' work and helps them improve their learning by showing pieces of work at different levels and explaining why they are at those levels.
- The teaching in some subjects is outstanding. For example, in physical education, the outstanding contribution of coaches paid for by the new primary sport funding is helping pupils develop more healthy lifestyles. Excellent teaching and provision in art has resulted in some outstanding work.
- In some lessons, teachers describe the planned activities but are not always clear enough about what pupils are expected to learn or the purpose of the work set. This occasionally limits pupils' progress.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Throughout the school, they show very positive attitudes to learning, which enable them to make good progress in lessons. For example, pupils come to lessons well prepared and with the right equipment, and present their work neatly and with care.
- Pupils are courteous, polite, and interested in learning. Pupils from a wide range of backgrounds get on well with one another and with adults. They behave well in the daily breakfast club.
- Behaviour has improved since the arrival of the new leadership team. Leaders have established higher expectations for behaviour and have introduced a behaviour for learning policy and code. As a result, the school has successfully integrated children who have been excluded for a fixed term.
- The school's work to keep pupils safe and secure is good. Pupils, staff and parents all agree that the school keeps pupils safe and secure.
- Pupils know about different types of bullying. They said that they look out for classmates who are unhappy at break and lunchtimes and ensure no one feels left out. Although they said that bullying is rare in the school, pupils feel confident that they know a person that they could go to if they needed to.
- Pupils' attendance has improved and is now slightly above average. Absence increased in 2013 to above average levels, so the school introduced first-day absence follow-up and calls, certificates for excellent attendance and celebration assemblies. However, the most important factor that has improved attendance has been better teaching, which, pupils told inspectors, makes them want to come to school every day.
- The percentage of pupils who are persistently absent has also reduced significantly this year as a result of the school's efforts, and is now below average.

The leadership and management are good

- The strong and very effective leadership of the executive headteacher, headteacher and consultant leader have been instrumental in improving the school quickly. They have the highest expectations of both pupils and staff. As a result, they have addressed all the weaknesses

identified at the last inspection.

- The Early Years Foundation Stage leader and subject leaders offer good leadership and management. They have a clear understanding of the strengths and weaknesses in their areas of responsibility, and are effective in bringing about improvement.
- The school's improvement plans identify the right priorities for development because its self-evaluation is accurate. The school has a clear understanding of its strengths and weaknesses, and senior leaders' judgements on the school and of teaching in lessons matched those of inspectors.
- Leaders check the quality of teaching regularly, taking into account what they observe in lessons, the work that pupils produce in their books, and how well pupils progress over time. They are aware that weaknesses remain, not least in the quality and consistency of marking. All teachers now have challenging targets that are linked to how well pupils achieve in their classes. Only teaching that leads to pupils making good or better progress is rewarded financially.
- Parents are generally supportive of the school, and a majority would recommend the school to another parent. The school works hard to engage and support parents, for example through workshops, coffee mornings, a weekly newsletter and home/school books. However, not all parents feel sufficiently engaged in school life to support their children's learning fully.
- The school's theme-based curriculum has had a positive impact on how well pupils learn and progress and their enjoyment of lessons. For example, teachers made effective links to the school's topic on the Cutty Sark in many lessons, including history, English and science. This curriculum, coupled with a good variety of extra-curricular activities and an extensive programme of educational visits and visitors, contributes very well to pupils' spiritual, moral, social and cultural development. Assemblies and opportunities for reflection also make a strong contribution to pupils' development.
- The school has made good use of the new primary sport funding. It has been used to buy much-needed equipment, for example in athletics and quoits, and, importantly, access to sports coaches. The school's monitoring shows that the quality of teaching in physical education has improved as a result.
- The local authority has provided appropriate support and challenge to the school. It has helped the school financially to make improvements to the building and appoint an additional member of staff. As the school has improved, the local authority has rightly reduced the intensity of its support. The school also receives good support from the other schools within the federation.
- Safeguarding procedures meet statutory requirements and systems are managed effectively. Staff training in child protection and safer recruitment is up to date and recorded systematically.
- **The governance of the school:**
 - Governance has improved since the last inspection. Governors are committed to the school and ensuring that it provides a high quality of education. Key to the improvements in governance has been the appointment of a consultant governor. The consultant governor is an experienced education consultant who advises the governing body on pupil performance and helps governors hold school leaders to account for the quality of teaching and pupils' achievement.
 - Governors now ask searching and challenging questions of the leadership team in key areas such as pupils' progress, the quality of teaching, and the use of additional funding. A new executive committee adds a further level of scrutiny. Governors visit the school regularly to monitor aspects of the school's work, and this is well documented and includes follow-up.
 - Since the last inspection, governors have worked with governors from successful schools within the federation, which has helped improve their effectiveness. For example, governors across the federation have had joint training in school performance data.
 - Governors have worked well with school leaders to put in place a robust plan to eliminate the budget deficit rapidly. They have ensured that the school has an effective pay and progression policy, which ensures that only the best teachers are rewarded financially.

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	100132
Local authority	Royal Borough of Greenwich
Inspection number	442106

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Mark Elliott
Headteacher	John Camp (Executive Headteacher), Michelle Bernard (Headteacher)
Date of previous school inspection	13 December 2012
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