



Horn Park Primary School

Inspection Report

Unique Reference Number 100132
Local Authority Greenwich
Inspection number 285723
Inspection dates 17–18 October 2006
Reporting inspector Wendy Simmons

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

Type of school	Primary	School address	Alnwick Road
School category	Community		Lee
Age range of pupils	3–11		London SE12 9BT
Gender of pupils	Mixed	Telephone number	020 8857 5003
Number on roll (school)	316	Fax number	020 8851 5317
Appropriate authority	The governing body	Chair	Mrs Hilary Moore
		Headteacher	Mr David Roll
Date of previous school inspection	17 September 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school educates a diverse mix of pupils. Most are from White British backgrounds, although other large groups include Black British, Black Caribbean, Black African and pupils from mixed heritages. The proportion of pupils speaking English in addition to their home language is above average. Pupils come from lower than average social circumstances, with the school being placed in an area of social deprivation. A high proportion of pupils have learning difficulties or disabilities. The school has experienced many significant changes in senior staff in the last three years. Since Easter of 2006 the management structure has changed considerably and staffing is now stable. The school has been working to extend its partnership with local schools, the community and many outside support agencies and, as part of this, appointed a Family Liaison Officer / Learning Mentor. The school has been awarded Healthy Schools status and is working to gain the Sports Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

The school's most recent evaluation of itself is accurate, and recognises that its overall effectiveness is inadequate. Achievement is inadequate, particularly between Years 2 and 5 in mathematics and writing. Improved management structures have begun to make an impact but there is still much to do. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. This school requires significant improvement in relation to pupils' achievement and the standards of work.

Horn Park is a caring school where there are strong links with the community to help pupils to feel happy and settled at school. Substantial staffing difficulties have contributed to significant fluctuation in standards since the last inspection. Standards have been well below average since 2004 and the school has not been able to maintain a satisfactory rate of progress for pupils as they move through the school.

The quality of leadership and management and the capacity to improve are now satisfactory. Governors and staff are very clear about what needs to be done to improve and have made effective appointments of new staff. These are already having a positive impact on achievement and standards. Together, staff and governors have produced a suitable plan of action and are already beginning to bring about important improvements.

The school has set challenging targets for improvement in English and mathematics by 2007 and appropriate headway is being made in achieving these. Although the results of the last Year 6 group were well below average, the school has clear evidence that these pupils made rapid progress in their last year at school, when many new initiatives started.

The management of provision for pupils with learning difficulties has changed in the last year. It is resulting in earlier identification of pupils' needs and better support, so that their achievement is satisfactory.

The school's self-evaluation accurately shows that teaching has improved from inadequate to satisfactory and there are ambitious targets to increase the number of good lessons. Good teaching in Year 6 is enabling more pupils to work at the expected level, although, in the school as a whole, there are not enough good lessons to help pupils to make faster progress. This is largely because not all teachers are skilled at using assessment information to help them to plan challenging lessons for all groups of learners. The tracking of pupils' progress and evaluation of the quality of their learning are currently insufficient to drive up standards rapidly.

In the words of one parent, 'The Nursery has improved vastly since 2004.' In the last year the provision in the Foundation Stage has improved from satisfactory to good. The quality of teaching, assessment and curriculum are much better and standards have risen consistently.

Pupils' behaviour has improved and is now good. This is because behaviour management systems have improved. The work of the Home School Liaison Officer/ Learning Mentor is a significant factor in this. This post was created last year and enables pupils to gain immediate help and guidance, while also creating a strong link with parents. Pupils really value this help.

The school has worked successfully to improve pupils' personal development and this is now good. Pupils value the increase in clubs and enjoy a wide range of sports, which help them to become fitter and healthier. Pupils are making a good contribution to community life and make healthy choices in eating. The school is making strong efforts to improve attendance, but it remains well below average.

What the school should do to improve further

- Raise standards and achievement in mathematics and English, especially writing.
- Raise the quality of teaching, so that more lessons are good, by making better use of assessment information to plan learning activities that meet the varied needs of all learners.
- Increase and improve the quality of the tracking of pupils' progress and the evaluation of their learning.

Achievement and standards

Grade: 4

Most children start school with much lower than expected skills, knowledge and understanding. They make good progress in the Foundation Stage and, by the time they start in Year 1, the proportion gaining average standards is increasing, although standards are slightly below those usually found. For the past four years, standards have been well below average by Year 2, but there are good signs of improvement in the current Year 1 classes. By Year 6, standards are well below average. In 2006, the school did not meet its targets in English and mathematics, but this year there is evidence of steady improvement.

The rate of improvement has been slow due to lack of stability in the staffing and too much inadequate teaching in the past. Overall, pupils of all abilities and backgrounds make inconsistent progress, including those learning English as an additional language. Achievement is inadequate because of much underachievement in the past, too much teaching that is just satisfactory, and not enough that is good. Teaching is improving because the school has introduced better assessment systems to track pupils' progress and thus identify those who need specific help to achieve better. This is why those with learning difficulties are generally doing better than other pupils.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They get off to a strong start in the Foundation stage and this is maintained as pupils move through the school.

Pupils enjoy coming to school, although attendance rates are well below average. Behaviour around school and in most lessons is good but low level disruption occurs when lessons lack challenge. Pupils value being involved in shaping the school rules and are enthusiastic about their training to become 'Peer Mediators'. Relationships are good, with pupils keen to take responsibility and make a positive contribution to the community. Pupils adopt healthy lifestyles well. The new allotments are an exciting venture for pupils to learn about how to grow their own produce. Pupils enjoy the good range of sports activities, which help them to develop teamwork, cooperation and fitness. They have a good understanding of how to be safe and agree that any bullying is dealt with appropriately. Exclusions have reduced significantly.

Socially, pupils are well prepared for their next stage of life, but there is considerable room for improvement in their basic skills of English and mathematics. Pupils' spiritual, moral, social, and cultural development is good. They make great strides in their emotional development. Their good understanding of different cultures derives from a wide variety of visits, art activities and music.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers have suitable knowledge of the subjects being taught and make effective use of information and communication technology to support pupils' learning. Teachers are working hard with their planning and often plan different activities for the various needs of pupils, but sometimes these are not suitable or do not build well on pupils' past learning. Not all teachers are skilled at assessing gaps in pupils' understanding or in using assessment information to plan activities that are pitched precisely at pupils' current level of understanding. In the Foundation Stage and in Year 6, better use of assessment results in good learning. Some good lessons were seen in other year groups, but there are not enough of these to help pupils catch up the ground lost in the past. The school is working to improve the marking of pupils' work, but there is still much to do on this to link marking with pupils' learning targets. Teaching assistants are well trained and enable pupils with learning difficulties and disabilities to be fully involved in lessons and make satisfactory progress.

Teaching and learning are good in the Foundation Stage because adults understand how young children learn and they make activities exciting, often modifying them to make learning challenging. As a result, they make good and consistent progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, with some good features. It is enhanced by a range of sports and arts activities and French. However, the provision for developing pupils' mathematical and writing skills is weak, although several support programmes are

already beginning to improve pupils' learning. The curriculum is enriched well by trips and visitors to the school and by special events such as Book Week. Pupils enjoy these activities, which contribute to the development of their self-esteem and self confidence. The curriculum is well planned to help pupils to adopt healthy lifestyles. The Foundation Stage curriculum has been improved to make learning interesting and challenging, and is now good.

Care, guidance and support

Grade: 3

The school provides good pastoral care for pupils. Guidance and support are satisfactory, although the work by the Home School Liaison Officer and links with support agencies are good, allowing teachers and parents to work closely together for the benefit of pupils. Suitable child protection and risk assessment systems are in place and all staff receive regular training. The recently introduced assessment systems are good but are yet to have a significant impact on pupils' progress. Not all teachers are sufficiently skilled at using this information to set suitable targets for pupils' improvement. Nonetheless, most pupils know their current target and are keen to improve. Pupils with special educational needs are often well supported. Those experiencing particular problems are quickly identified and helped, due to improved procedures in the last year. Overall, care, guidance and support are satisfactory overall.

Leadership and management

Grade: 3

The headteacher and senior staff show clear vision and are keen to improve standards. Since the school was last inspected, these have not improved enough, although personal development shows good improvement. In the last year, there has been a focused drive on improving leadership and this is now satisfactory. Team work is good and parents believe that the school is well led.

Leaders and managers have an accurate view of the school. The school is just beginning to make better use of assessment data to evaluate results and to track pupils' progress as they move through the school. The school takes into account pupils' and parents' views well. It has a clear and appropriate plan for further development and shows a satisfactory capacity to improve. For example, pupils made rapid progress in their learning when catch-up mathematics classes were introduced. This is being sustained with focused teaching by senior staff. The monitoring of learning and the tracking of pupils' progress are still not sufficient to lift the quality of teaching to good, and the school has plans to improve this. Demonstration lessons are modelled by senior staff and this is helping to improve teaching. The leadership for pupils with learning difficulties is satisfactory with good links with support agencies.

Governors show good leadership and they have asked very challenging questions about achievement. In selecting new staff, governors focused on ensuring they were skilled in bringing about improvement to English, assessment, mathematics and the Foundation Stage, and this is already raising standards.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	4
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

You may remember that four inspectors came to your school recently to find out how good it is and how well you are doing. Thank you for being so helpful and telling us about your school. We are writing to let you know our findings.

We think that you are at a caring school where teaching is satisfactory. We are especially pleased to see that you are trying hard to behave well, so well done for this and keep it up, especially those of you who find this hard! We know that you especially value the support that some of you receive from your Learning Mentor. The adults in your school, particularly your headteacher, deputy and assistant headteacher are working enthusiastically to make the school better. We agree with them that some of you could be making quicker progress. Your governors and staff know that standards of work need improving, especially in mathematics and writing and they agree that school is not yet good enough. Even so, we think that you are making good progress in your social and personal skills and these aspects of the school's work have improved well since the school was last inspected. The Foundation Stage is much better. It was a great pleasure to see the Nursery children so excited when making pizzas and to share the special sharing assembly led by Lambeth Class. This was outstanding and shows how much you enjoy school and are learning to respect different cultural traditions.

The inspectors have asked your headteacher to do these important things.

- Provide more good lessons, so that you can reach higher standards in English (especially writing) and mathematics.
- Keep a careful eye on your progress and how well you learn in lessons.
- Help teachers to think about what pupils need help with and then use this information to plan activities that allow you to make quicker progress.

Good luck to you all. Please work hard, come to school every day and help your teachers. We know that you can all work together well to make learning more successful.

Yours sincerely

Wendy Simmons

Lead inspector