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Mr David Roll
The Headteacher
Horn Park Primary School
Alnwick Road
Lee
London
SE12 9BT

Dear Mr Roll

Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 26 June 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also pass my thanks to the pupils, Chair of Governors and the local authority adviser for meeting with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in October 2006, the school was asked to:

- 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.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement.

Satisfactory progress has been made in raising standards and achievement. Standards have improved in Key Stage 1 and 2. Pupils are making better progress in reading and mathematics but there is underachievement in some year groups because of a lack of clarity about the expected rates of progress of different learners such as the more able. Pupils are making less progress in writing. The school has introduced the 'Big Writing' initiative to address this but its impact is not yet evident.

There has been an increase in the number of good lessons, and progress in improving the quality of teaching has been satisfactory. A teaching and learning policy is being developed. As a result, teachers have a clearer understanding of the features of a good lesson. They consistently share the learning objective with pupils, interactive whiteboards are used appropriately to make lessons more interesting and pupils are given suitable opportunities to work with each other. Although planning identifies different tasks for various groups of pupils the quality of these is variable. Tasks and teachers' questioning do not consistently provide sufficient challenge to keep all learners involved. As a result, the pace of these lessons and the progress pupils make slows.

Good progress has been made in developing systematic tracking of the progress pupils make each year. Senior leaders have received training in the analysis and use of data to identify underachievement. They are also analysing data about the progress made by different groups of learners. This has been used to target support and provide extra help where needed. The impact of this is evident in the improved rates of attendance this year. Tracking information is discussed with teachers at regular progress meetings so that barriers to learning can be identified and staff held to account for the progress pupils make. Class targets for English and numeracy are set and individual pupil targets have been introduced. However, the tracking of progress over time to raise expectations and accelerate the progress of all learners is in its early stages of development. Lesson observations, work scrutiny and the monitoring of planning are systematic and accurately identify where there are strengths and areas requiring further development in teaching and learning. Good practice is shared and staff receive appropriate training and support to achieve their targets for improvement.

The impact of the support provided by the local authority (LA) is satisfactory. The school has been given clear guidance and appropriate training which has been well received. However, school and LA improvement plans lack specific, quantifiable milestones linked to pupil achievement against which to measure progress.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Jacqueline Krafft
Her Majesty's Inspector