

Horn Park Primary School

Inspection report

Unique Reference Number	100132
Local Authority	Greenwich
Inspection number	307298
Inspection dates	14–15 November 2007
Reporting inspector	Margaret Coussins

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	3–11
Gender of pupils	Mixed
Number on roll	
School	345
Appropriate authority	The governing body
Chair	Mrs Maragaret Hatzidakis
Headteacher	Mr David Roll
Date of previous school inspection	17 October 2006
School address	Alnwick Road Lee London SE12 9BT
Telephone number	020 8857 5003
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Horn Park is a larger than average primary school serving an area with significant levels of social and economic hardship. Most pupils are from White British backgrounds with other large groups from mixed heritages, Black Caribbean and Black African backgrounds. The proportion from minority ethnic groups is much higher than average as is the proportion of pupils whose home language is not English. The proportion with learning difficulties or disabilities is much higher than the national figure. The last inspection in October 2006 judged that the school required significant improvement and gave the school a notice to improve. A monitoring visit in July 2007 judged that the school was making satisfactory progress in addressing the issues for improvement.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

The school provides a satisfactory standard of education. It has made satisfactory improvements in significant areas since the last inspection. Standards are rising although still below average and pupils' achievement is satisfactory. An increased proportion of effective teaching and good systems to track pupils' progress have led to standards which are now closer to the average, except in writing where standards remain low. Pupils are making better progress and this demonstrates that the school has a satisfactory capacity to secure further improvement.

The ethos within the school successfully promotes respect amongst pupils from different backgrounds and there are trusting relationships between staff and pupils. As a result pupils behave well, like coming to school and their personal development and well-being are good. This is shown in attendance rates, which have improved since the last inspection although they are still below average. Parents are generally positive about the school. One wrote, 'All members of staff strive to ensure the happiness, safety and well-being of the children.' Pupils have a good awareness of the need to adopt healthy lifestyles and know the benefits of eating a balanced diet and taking regular exercise. Pupils enjoy the responsibilities they are given in school but there are not always enough opportunities for them to make decisions and act on their own ideas.

The school's leadership and management are satisfactory. The headteacher and the deputy have had a satisfactory impact on raising standards, by keeping a close check on the quality of teaching and the progress pupils make. Teaching is satisfactory overall because as yet there are not enough good lessons in order to raise standards more rapidly. Teachers' expectations in some lessons are too low, which means that work is not always challenging enough, particularly for more able pupils. Leaders and managers know the school's strengths but do not keep a rigorous enough check on the areas they have identified to develop. The school lacks a whole school development plan that gives clear details of its priorities and how it is going to achieve them.

Standards in writing are not high enough across the school. Pupils' work shows they are beginning to make better progress as a result of the 'Big Writing' approach the school has adopted and the increased focus on phonics (teaching pupils to link sounds and letters) where training has increased teachers' confidence and skills. However, there are still not enough opportunities for pupils to use the writing skills learnt in English in different subjects.

Pupils' good personal development and the level of their basic skills mean they are satisfactorily prepared for the next stage of their education.

Effectiveness of the Foundation Stage

Grade: 3

When children start school their attainment is below that expected for their ages and is particularly low in their communication, language and literacy, mathematical and personal, social, emotional development. These areas are given a high priority. The result is that children make satisfactory progress in their learning but most do not reach the expected level for their age by the end of the Foundation Stage. Children settle well when they start at school, they are happy and feel safe and secure. Teaching is satisfactory and staff work hard to provide a

range of activities. More remains to be done to ensure the curriculum is providing a better than satisfactory range and balance of experiences. Outdoor areas, which are well resourced, are included in the planning of the curriculum but they are not always fully used to maximise the benefits for the children. There are good opportunities for children to broaden their language experiences through role-play but not enough activities provide children with a purpose for writing. Children are not always encouraged to develop their independence sufficiently. On occasions, adults do things for the children when they should be encouraging them to be more self-sufficient and to make decisions for themselves. Staff make regular observations of what children can do and these are carefully recorded in order to help them move on in their learning.

What the school should do to improve further

- In order to raise achievement and standards, ensure that school improvement planning is detailed, shared and rigorously monitored.
- Improve the proportion of good teaching by raising expectations of progress particularly for more able pupils.
- Improve achievement and standards in writing and provide more opportunities for pupils to write in other subjects.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Although standards remained below[c1] average in the 2007 national test results at the end of Year 2 and Year 6, they improved significantly from the previous year. The greatest improvement was made in mathematics because of the school's focus on the subject. The school now keeps a close check on how well pupils are doing year on year. This information and a scrutiny of pupils' work show that they are now making steady progress overall and their achievement is satisfactory. The provision of additional support for individuals and groups and an increase in the amount of effective teaching are helping pupils to make better progress. English remains the weakest subject because of low standards in writing. The initiatives in teaching writing were not in place for long enough to show an impact on the 2007 results, but are beginning to make a difference now in helping to raise standards. However, the rate of progress in writing is too slow and remains an area to improve. Pupils with learning difficulties or disabilities and those learning English as an additional language achieve similarly to others. Their needs are identified early on and they are supported well in class and in smaller groups.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils are friendly and welcoming and happy to talk to visitors. They enjoy school and their attendance has improved. Pupils from a range of ethnic and cultural backgrounds work and play happily together. Pupils trust adults and are confident that, should any problems arise, they are dealt with promptly. They take their responsibilities seriously and enjoy their roles as school councillors and 'peer mediators'. There are limited opportunities for pupils to initiate their own ideas and be more involved in decision-making. They have a good awareness of the need to adopt healthy lifestyles through a balanced diet and exercise and of how to stay safe. One pupil said, 'We've got to eat lots of

fresh fruit and vegetables to keep our strength up to be better footballers.' Behaviour is good and pupils have positive attitudes towards their learning. Good relationships between staff and pupils promote this.

Quality of provision

Teaching and learning

Grade: 3

Senior leaders keep a close check on the quality of teaching and provide effective support where there are weaknesses. Lessons generally meet the needs of the learners and pupils make satisfactory progress. However, in some lessons expectations are too low, particularly for more able pupils. As a result, some pupils do not make the progress they should. Teachers have good strategies to promote speaking and listening skills and pupils have many opportunities to work and learn with others. Pupils enjoy the 'fun' activities and gave a big vote of confidence to the use of interactive whiteboards to help them learn. On occasion however, tasks are not challenging enough to help pupils develop different ways of learning or to take the initiative or responsibility for their own learning. Teachers keep clear records of progress in English and mathematics but do not always use these effectively to plan for the next steps in learning. Pupils are clear about what they are learning in lessons. Marking can be helpful but this is inconsistent and often pupils do not have an understanding of how they can improve their work.

Curriculum and other activities

Grade: 3

The curriculum effectively promotes pupils' personal development and is suitably enriched by the use of a range of specialists such as sports coaches. Pupils enjoy these physical activities and know that they help keep them fit and healthy. Visits and visitors such as artists and dancers, who bring their expertise to support learning and cultural development, enrich the curriculum. Pupils were enthralled by a drummer and dancer who were part of the Diwali celebrations during the inspection. The provision of small group teaching for pupils with particular learning and emotional needs is effective and special events are arranged for pupils with particular gifts and talents. The school is beginning to make meaningful links between different subjects but there are not enough opportunities for pupils to use their writing skills in other subjects.

Care, guidance and support

Grade: 3

Child protection and health and safety procedures are clear and the checks on the suitability of staff meet statutory requirements. The school is a safe and happy place to be. Pastoral support for pupils is good. Appropriate support is given to children and their families through effective liaison with external agencies. Parents and pupils benefit from the effective work of the Home School Liaison Officer who ensures good care and support for all pupils including those with difficulties and those most at risk. The school works hard to reduce the number of absences, which has led to improvements in attendance rates although attendance is still below average. Academic support and guidance for pupils are satisfactory. Pupils are confident to ask for help should they have difficulties in their work. Targets for learning are set and displayed in classrooms and sometimes in pupils' books. While not all pupils are clear about what they

are or how they can achieve them, this process is beginning to have a positive impact on their progress.

Leadership and management

Grade: 3

Standards are rising because of the satisfactory impact of the work of leadership and management on improving teaching and tracking progress. The headteacher knows the children and their families well and, with strong support from the deputy, effectively promotes the caring ethos of the school, which contributes significantly to pupils' personal development and well-being. The decision to expand the senior leadership team has had a positive impact on learning because there are now consistent approaches across the school which are helping pupils make better progress. New leaders are developing their roles and their skills and providing useful guidance for colleagues. They have a satisfactory impact on raising standards but the full impact of their work has yet to be seen. The leadership team clearly know what the priorities are for the school and its work has led to satisfactory improvements in the issues raised in the last inspection. However, the school has not collated these aspirations into a clear whole school plan for improvement to help articulate, share and measure its overall effectiveness. This means there is a lack of rigour by leadership and management in monitoring the effectiveness of the work of the school. The governing body is supportive of the school and works well with the headteacher and senior team. Governors are aware of the strengths of the school and are committed to driving the school forward and raising standards.

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Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	No

Text from letter to pupils explaining the findings of the inspection

26 November 2007

Dear Pupils

Inspection of Horn Park Primary School, London, SE12 9BT

Thank you for making us welcome and for helping us when we visited your school.

We found out that Horn Park is a satisfactory school with some good points and some areas which could be better.

These are the things we think are best about your school.

- Your behaviour is good and it is great to see that you get on so well together in lessons and in the playground.
- It is a safe place to be, everyone looks after you well and you enjoy coming to school.
- In the last year everyone has worked very hard on the areas which the last inspectors said needed significant improvement and so the school no longer has what inspectors call a 'notice to improve'.
- You develop good personal skills; you know how to take care of yourselves by eating a balanced diet and taking regular exercise.

We have asked the school to work on these three things.

- Make a plan of all the things the school is doing to make it even better and help you improve your standards and achievement so that everyone involved in the school knows what is happening. Then keep a very close check to make sure everything is being done properly and on how well it is doing to achieve these goals.
- Your teachers should give some of you harder work and expect more from you to help you achieve even more.
- Help you improve your writing and give you more opportunities to use what you learn in English lessons when you are writing in other subjects.

You can help by always working hard and coming to school everyday so you don't miss out on any lessons.

Thank you again for being so friendly, for talking to us about your work and telling us what you think about your school.

Yours sincerely

Margaret Coussins

Lead Inspector