

# Horniman Primary School

## Inspection report

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<b>Unique Reference Number</b>	100714
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	307453
<b>Inspection date</b>	22 November 2007
<b>Reporting inspector</b>	Margaret Coussins

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Rosemary Magrath
<b>Headteacher</b>	Ms Julia Clark
<b>Date of previous school inspection</b>	20 May 2002
<b>School address</b>	Horniman Drive Forest Hill London SE23 3BP
<b>Telephone number</b>	020 8699 3190
<b>Fax number</b>	020 8699 9911

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## Introduction

This inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Achievement and standards
- Teaching and learning
- Care, guidance and support
- Leadership and management

Evidence was gathered from performance data, observation of teaching and learning, school information and records and pupils' work. Parents' questionnaires and discussions with children and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included, where appropriate, in this report.

## Description of the school

Horniman is a smaller than average primary school. Its pupils come from backgrounds which are socially, economically and culturally diverse. The proportion of pupils with learning difficulties or disabilities is higher than average. The proportion with English as an additional language is lower than average. The school has an Artsmark Silver award and a Healthy School award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. The overriding impression is that of a friendly, purposeful environment in which meeting the needs of all pupils and helping them to do their best are of the utmost importance. There is a strong work ethic and caring ethos. Pupils really enjoy their time in school, a place where they feel safe, secure and happy to play their part in the school community. Parents are very pleased with what the school offers. As one wrote, 'The school has a happy and welcoming atmosphere and each child is encouraged to reach their potential.'

Excellent relationships permeate the school. As a result of this and the outstanding care, guidance and support, pupils' personal skills are excellent. Although the inspector did not inspect personal development and well-being, it is clear that pupils are confident, lively, thoughtful and generally well behaved and who, by Year 6 are well prepared for secondary school and their future lives. Some pupils who find it difficult to moderate their own behaviour are managed well by teachers in lessons so that any inappropriate behaviour does not disrupt the learning of others.

Pupils make good progress irrespective of their gender, ethnicity or ability. By the end of Year 2, standards are above average. Many pupils start at the school in Years 3 to 6, generally adding to the high number of pupils with learning difficulties. This means that the average standards shown in the test results at the end of Year 6 are not always indicative of the good progress pupils make, particularly in English. However, standards should be higher and senior leaders are aware that more needs to be done to raise them further, mainly by increasing the proportion of teaching which is good and outstanding. The school has worked hard to improve standards in mathematics, which was an issue for improvement at the last inspection. Inspection evidence and the school's own data indicate that its actions are showing positive results and standards in mathematics have risen. This is in part due to the effective use of information and communication technology. The inspector agrees with pupils who said that the use of interactive whiteboards 'makes learning fun and more interesting.'

The emphasis on educating the whole child adds breadth to pupils' achievements and increases their enjoyment of school. One parent wrote, 'My daughter absolutely loves school and never wants to be late because she might miss all the fun.' The school is rightly proud of its strong musical provision and the benefits to the pupils from the expertise of a music specialist. Artwork around the school is impressive. Pupils appreciate the wide range of clubs available after school. One pupil said, 'There are loads of them and we really enjoy them'. The headteacher is committed to ensuring that pupils are offered a creative, enriched curriculum and a broad range of experiences. Extended provision before and after school has a very positive impact on pupils' progress. One child said of the Breakfast Club, 'It's great and sets you up for learning in the day.' Pupils have an excellent awareness of the need to eat a balanced diet and take regular exercise in order to stay healthy, and older pupils take advantage of the fruit tuck shop organised by Year 6.

Throughout the school, good systems identify and support pupils who are at risk of underachieving, those with learning difficulties or disabilities and those who are more able. Careful and innovative management of additional support for pupils as well as the enhanced skills of teaching assistants enables these pupils to make good progress. Good teaching, an interesting curriculum and the school's tracking systems, which keep detailed information on

all individuals, contribute to pupils' good progress and their well-being. Academic guidance is very good. The assessment of pupils' progress enables teachers to give good, clear guidance to pupils about what they need to do to improve. Pupils are taught to evaluate their own learning needs and by Year 6 they are confident and competent in this skill.

The driving force behind the school's success is the good leadership provided. The headteacher, senior leaders and governors are fully involved in accurately evaluating and improving the school's work. There is very clear strategic direction for the school, which is constantly striving to enhance the education it offers its pupils. The headteacher has a clear view of the school's strengths and what it needs to do to improve further because of good systems for checking how well it is doing. Teamwork is strong and staff are motivated to succeed. Recently appointed leaders are supported well and given clear direction and guidance from senior leaders. However they have not been in post long enough for their work to make an impact on standards. Issues from the previous inspection have been dealt with effectively. This is shown, for example, by the improvements in the quality of teaching and improved attendance, which is now above the national average. These successes demonstrate that the capacity to improve further is good. Positive relationships with parents and the good levels of support from outside agencies contribute significantly to pupils' good progress. The 'Star Cards' are a good example of everyone working together in a school where everyone feels valued. As one parent said, 'At Horniman, we feel like part of a family.'

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Evidence provided by the school indicates that children get off to a good start in the Reception class because of good teaching and a curriculum which provides a good balance of activities directed by teachers and those where children make their own choices. When children start at school, their attainment is slightly below the expectations for their age. They settle well and make good progress. Most achieve the expected goals for learning by the end of the Foundation Stage. Reading and writing have been weaker but the increased focus on teaching children to link sounds and letters is improving the pace of progress in these areas. The Foundation Stage staff provide children with interesting and exciting things to do, both indoors and outdoors.

## **What the school should do to improve further**

- Raise standards in English, mathematics and science in Years 3 to 6.

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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?	2
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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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?	No



## **Text from letter to pupils explaining the findings of the inspection**

30 November 2007

Dear Pupils

Inspection of Horniman Primary School, London, SE23 3BP

I am writing to let you know how much I enjoyed my visit to your school and what I found out. Thank you for making me so welcome, for talking to me about your work and telling me what you think about your school.

I agree with you and your parents that yours is a good school and here are some of the reasons why.

- You really enjoy being at the school and get on really well with each other.
- You learn well because your teachers give you plenty of interesting things to do in lessons.
- There are many interesting things for you to do outside of lessons. I know that you really appreciate these.
- The adults in your school look after you really well.
- Your headteacher and the senior leaders do a good job.

Everyone wants your school to be even better and you can help by always working as hard as you can in your mathematics, English and science lessons particularly those of you in Years 3 to 6.

I was very impressed with some of the artwork on display around the school and I was lucky enough to hear you playing in a music lesson, which was great.

Thank you again for all your help and for being so friendly, polite and interesting to talk to.

With best wishes

Yours sincerely

Margaret Coussins

Lead Inspector