

Horn Park Primary School

Inspection report

Unique Reference Number	100132
Local Authority	Greenwich
Inspection number	354801
Inspection dates	22–23 September 2010
Reporting inspector	Madeleine Gerard

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 of pupils on the school roll	366
Appropriate authority	The governing body
Chair	Mark Elliott
Headteacher	David Roll
Date of previous school inspection	14 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 23 lessons or parts of lessons. They saw 15 teachers teach and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making, the school's development plans and the 88 responses to the questionnaire received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How consistently the school's provision ensures that all groups of pupils are making good progress and learning well.
- How successfully monitoring is used to identify priorities for improvement.

Information about the school

This is a larger than average primary school. The proportion of pupils with special educational needs and/or disabilities at the school is higher than average. Most of these pupils have moderate learning difficulties or speech, language and communication needs. Close to half of all pupils are from minority ethnic backgrounds. The proportion of pupils speaking English as an additional language is above average, although few pupils are at an early stage of learning to speak English. More pupils than average join and leave the school partway through their education. There have been a number of staff changes recently. The school operates and manages a breakfast club. The after-school club, which shares the school site, was inspected separately. The Early Years Foundation Stage is made up of Nursery and Reception class provision.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Horn Park Primary is a satisfactory school. The school's strengths are in the personal development of the pupils and the pastoral care that they receive. Pupils enjoy school, feel safe and know how to keep themselves safe. Relationships are positive and friendly. Pupils behave well and make a good contribution to the community. 'Buddies' ensure that pupils joining the school part-way through their primary education are welcomed and make new friends quickly. At break-time, monitors take responsibility for organising a variety of sporting equipment for pupils to use in the playground. Other pupils who have been specially trained to help and listen to others promote the smooth running of break-times. The school choir sings in the local community. Despite some increasing steps to promote regular attendance, pupils' attendance is only average.

Teaching and learning are satisfactory throughout the school and enable pupils to make satisfactory gains in their learning. The provision for pupils with special educational needs and/or disabilities is led and managed well and ensures that they make good progress and learn well. The progress of pupils is regularly checked, although this information is not always analysed promptly and precisely enough to ensure that it is fully effective as a tool to increase rates of learning for all pupils. Teachers are not using assessment information well enough in every class to ensure that pupils are consistently well challenged. Consequently, expectations about what pupils are capable of are not always high enough, particularly for more able pupils. Some marking is used well to suggest how pupils can improve their work, particularly in English, and some pupils know their targets, but this is uneven.

Leaders, managers and the governing body are involved in monitoring the quality of the school's work. Although satisfactory, the monitoring and evaluation of teaching and learning is quite general. As such, although the development plans are satisfactory, and reflect the school's satisfactory capacity to improve, this is an area for development. Leaders appreciate that the improvement plans should be focused more tightly on the precise steps of action needed to accelerate improvements in the overall quality of teaching and learning. This is important in helping this to become a good school in the future. Enhancements in provision for pupils with special educational needs and/or disabilities have secured strong improvements in their progress since the last inspection. Initiatives, including the daily focus on reading throughout the school to improve literacy, have been rightly introduced and are helping pupils to do better.

What does the school need to do to improve further?

- Ensure all pupils make consistently good progress and learn well by:

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- ensuring teachers have a shared understanding of the challenge and expectation required to ensure that all pupils make consistently good progress
- using information from assessments and marking to plan work that is consistently well matched to all pupils' needs and ensure they know how to improve their work.
- Sharpen the development planning process and the skills of leaders and managers at all levels, including the governing body, in monitoring and evaluating the school's work, particularly teaching and learning, and pupils' achievement, to secure faster improvements.

Outcomes for individuals and groups of pupils**3**

Children join the school with a range of skills and capabilities that are generally below those expected for their age. Rates of learning, progress and overall achievement are satisfactory.

Pupils with special educational needs and/or disabilities benefit from targeted support from additional adults, which helps them to make good progress. Pupils who speak English as an additional language also make good progress as a result of the specific support they receive. The more-able pupils sometimes make less progress than they should because the work is not always challenging enough for them. For example, pupils learning the days of the week in a literacy lesson were observed making satisfactory progress because the activity was not modified for pupils of average and higher ability, as they were all set very similar tasks to do. However, in the same lesson, pupils with special educational needs and/or disabilities made good progress because they were given focused additional help to enable them to complete the same tasks as their peers. Sometimes, more-able pupils were not making the progress that they should in a mathematics lesson, because they were given limited support with new learning. Overall, pupils enjoy working independently; they often think hard and concentrate well. However, in some lessons, the pace of learning slows when time limits are not given for activities. Occasionally, pupils spend too long listening to the teacher or waste time while waiting for the rest of the class to finish tasks.

Most pupils have positive attitudes to their work and behave well. Pupils have a good understanding of how to keep themselves fit and healthy, as shown by the school's success in achieving Healthy School Status and the Active Mark. Pupils are encouraged to take an active interest and develop their roles as young citizens. Fundraising for local, national and international charities supports pupils' awareness of those who are less fortunate. The school council has contributed to developing the school. For example, the 'friendship bench' in the playground has been introduced as a result of their suggestions.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Lessons are mostly suitably planned and enable pupils to learn in different ways for their capabilities. However, this is not yet consistent to ensure that teaching lifts from satisfactory to become good in the future. Some pupils, usually the most able, make less progress than they could because the work is not always challenging enough for them. In this respect, not all teachers use assessment information to ensure all pupils are doing as well as they can. Sometimes marking is good but pupils' awareness of what they should do to improve their learning is variable. This is because marking does not always make clear how to move up to the next level in their work. Committed teaching assistants often give good support to pupils, particularly those with special educational needs and/or disabilities.

Literacy and numeracy are rightly prioritised. However, opportunities for pupils to develop these skills across a range of subjects are underdeveloped. Although pupils enjoy investigations in science, the curriculum does not ensure pupils make swift progress in their science skills because tasks are not consistently well matched to all pupils' needs, particularly for pupils who find learning easy. Extra-curricular clubs are popular, including choir, football and keyboard. Visits to local places of interest develop pupils' knowledge of the local area. Pupils in Years 3 and 6 appreciate opportunities to develop skills in teamwork at an adventure centre. In Year 5, pupils take part in a residential visit to Dorset. Parents and carers are offered effective guidance on supporting their children's learning at home, for example through mathematics workshops and through a cookery club for parents, carers and their children.

Links with a variety of outside agencies as well as local schools promote pupils' learning

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and personal development well. Transfer to secondary school is supported well through partnerships with local secondary schools. Pupils are enthusiastic about the breakfast club. They enjoy eating together and playing games with pupils in other year groups. This fosters personal and social skills and ensures a healthy start to their day. The popular lunchtime club provides a calm haven for pupils. Activities with a specialist sports coach ensure targeted pupils have positive experiences at lunchtime that prepare them well for afternoon learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The monitoring of teaching and learning is developing steadily and reflects leaders' vision and ambition to develop the outcomes for pupils. However, the impact of their monitoring is sometimes too variable. Aspects of the procedures for tracking pupils' progress show improvement since the last inspection and this is leading to improved outcomes for pupils. Nonetheless, there is some inconsistency in how well and how swiftly pupils' progress information is analysed. Although some groups of pupils make good progress, particularly those with special educational needs and/or disabilities, the school's work to promote equality is only satisfactory because there are shortcomings in meeting the needs of more able pupils. Governors are supportive but they have not done enough to challenge the school about pupils' progress and achievement. The governing body ensures that requirements are met in terms of safeguarding, which is satisfactory, and in the school's work to tackle discrimination. The school's promotion of community cohesion is satisfactory. Pupils' awareness of themselves as part of the school and local community is good. Their understanding of those who live in communities other than their own in the United Kingdom and around the world is more limited. The very recently appointed coordinator for community cohesion has not yet had time to develop the role but there is clear vision for the future.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good arrangements to support children joining the Nursery and Reception classes, including home visits by staff and opportunities to visit and have lunch at the school, ensure they settle well. Children's outcomes are satisfactory in the Early Years Foundation Stage. They are happy and form positive relationships with adults and other children in the Nursery and Reception classes. For example, children in the Reception class were observed exploring the outdoor wooded area of the school grounds. They followed instructions carefully and shared tools and equipment. A group of children in the Nursery were constructing a marble run together. They took turns and worked together well. There is an appropriate balance between activities for children to choose and tasks led by adults. Assessment systems are satisfactory. Records of regular observations are kept but they are not used consistently to plan further learning. A high number of changes in staff recently has limited the impact of initiatives to improve outcomes for children. Permanent staffing is now established and the quality of provision observed during the inspection was good. However, this has not been in place long enough to show a sustained improvement in outcomes at the end of the Early Years Foundation Stage for all children. Leadership and management of the Early Years Foundation Stage are satisfactory.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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Views of parents and carers

Parents and carers who responded to the survey evaluated many aspects of the school positively. They are particularly confident that their children enjoy school. The inspection findings endorse the positive views of parents and carers regarding pupils' personal development, and judged the quality of teaching and pupils' academic outcomes to be satisfactory. A very small minority expressed concern about the way the school is led and the management of behaviour. A few noted that they did not agree that their children made good progress. Inspectors found behaviour to be good. They found leadership and pupils' rates of progress to be satisfactory, but they did find that the most able pupils could be doing better and some aspects of leadership are areas for development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horn Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 88 completed questionnaires by the end of the on-site inspection. In total, there are 366 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	64	28	32	0	0	1	1
The school keeps my child safe	62	70	25	28	0	0	1	1
The school informs me about my child's progress	49	56	33	38	3	3	2	2
My child is making enough progress at this school	41	47	37	42	4	5	2	2
The teaching is good at this school	54	61	29	33	4	5	0	0
The school helps me to support my child's learning	49	56	33	38	2	2	2	2
The school helps my child to have a healthy lifestyle	41	47	45	51	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	40	36	41	3	3	3	3
The school meets my child's particular needs	37	42	41	47	4	5	2	2
The school deals effectively with unacceptable behaviour	34	39	43	49	4	5	4	5
The school takes account of my suggestions and concerns	31	35	45	51	6	7	3	3
The school is led and managed effectively	38	43	40	45	4	5	4	5
Overall, I am happy with my child's experience at this school	44	50	39	44	4	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 September 2010

Dear Pupils

Inspection of Horn Park Primary School, London SE12 9BT

Thank you for your friendly welcome and for helping us when we visited your school recently. We really enjoyed our visit and were pleased to see how well you all get on together and how well behaved you are in lessons and around the school. I am writing to tell you about the judgements that we reached.

Horn Park Primary is a satisfactory school. You like coming to school and are enthusiastic to take on responsibilities within the school. You have a good understanding of how to keep yourselves fit, healthy and safe. All the adults work well together to take good care of you. Although you are making satisfactory progress, some of you, especially those of you who find learning easy, could do better. Those of you who need additional help are well supported so that you make good progress.

To make the school even better, we have asked the staff to make sure that all of you are set work that is at the right level of difficulty. All of you can help by telling your teachers if the work is too easy or too difficult. When teachers mark your work, we would like them to give you clear ideas about how you can make it even better. We have also asked the school to make even more checks on the work that it does in order to ensure everything is as good as possible.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gérard

Lead inspector

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