



QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
HORN PARK PRIMARY SCHOOL

Name of School:	Horn Park Primary School
Headteacher:	Zoe Crosland (Acting Head of School)
Hub:	Inspire Partnership
School phase:	Primary
MAT (if applicable):	Compass

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	15/01/2020
Overall Estimate at last QA Review	Good
Date of last QA Review	06/02/2019
Grade at last Ofsted inspection:	Good (predecessor school)
Date of last Ofsted inspection:	25/06/2014

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all Levels Leading

Quality of Provision and Outcomes Leading

AND

Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs

Area of Excellence None submitted

Previously accredited valid Areas of Excellence Meeting the needs of the most vulnerable pupils (02/2019)

Overall Peer Evaluation Estimate Leading

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Horn Park Primary School is a two-form entry school in the London Borough of Greenwich. It has been an academy since July 2017 and is part of the Compass Multi-Academy Trust, which is made up of seven schools. It has a nursery serving 37 children.

The school serves a very disadvantaged community, with 44% of pupils known to be eligible for free school meals. There is inter-generational poverty and high mobility. The school has many vulnerable pupils, some with very complex needs. It has set up two specialist provisions, one for Key Stage 1 pupils and the other for Key Stage 2 to support ten of these pupils.

Half the pupils are White British, with the other half coming from a wide variety of different cultures and backgrounds. Some 30 first languages are spoken. The proportion of pupils with special educational needs and/or disabilities (SEND) is above the national average. Twelve pupils have education, health and care plans.

The school sees itself as an ethical and ambitious learning community that seeks to inspire every child to value their education, know themselves, understand others and work to create a fair, just and sustainable society. Its strapline is 'optimism, ambition and resilience'.

2.1 Leadership at all Levels - What went well

- Leaders have fully addressed all the EBIs from the previous review. Whole class reading is embedded, pupils have plenty of challenge and teachers use questioning effectively to probe pupils' understanding.
- All staff embrace the school's vision. Leaders work relentlessly to make sure it is lived and breathed. The school is a champion for its most vulnerable families, supporting parents and children to overcome the barriers they face.
- Secondments allow professional development and sharing of expertise across the trust. They build capacity. The school's English leader has been seconded from another trust school and is making a real difference to the quality of the provision for reading and writing.
- Newly qualified teachers value the support they receive from the school and the trust, with a full day's training every half term and reciprocal visits. This enables them to grow in confidence and effectiveness in their first year of teaching.
- Leaders at all levels know their areas extremely well and speak with passion and enthusiasm about their work. Their contribution is informed by a thorough appreciation of relevant and recent research, for example in metacognition. New subject leaders have a mentor. Trust expert groups enable subject leaders to develop their knowledge and understanding beyond the school.

- Documentation and policies ensure consistency, such as the approach to teaching whole-class reading. Trust-wide documents, such as the ones about teaching and learning and the learning environment, summarise a deep understanding of pedagogy in an accessible way and ensure the consistency of high quality teaching. These documents are updated annually to remain current.
- Leaders have been very successful at reducing persistent absence (halving it in the past year). This has been as a result of introducing parent-governor-leader attendance conferences before going down a legal route. Senior leaders are involved in holding families accountable for their children's attendance.
- The use of specialist teachers, for example in dyslexia, physical education, forest schools and music, enhances the curriculum, and supports continuing professional development for staff. Teachers often sit in on these lessons to pick up ideas and gain insight.
- Leaders adapt provision in response to the needs of the pupils, for example in the way they ran a nurture group last year. All of these pupils successfully integrated back into mainstream classes. The pupils in the specialist provisions gain much from the bespoke curriculum they receive, enabling them to settle and learn.
- The school offers a very wide range of extra-curricular activities in the sports, arts, music and science. These include gardening, cooking, dance and drama.
- Pupils understand their role in modern Britain very well. The school's restorative approach to resolving conflict gives them the skills they need to be part of a supportive community. The school held its own election at the time of the General Election, when pupils put forward manifestos and voted for their favourite parties. This helped them to gain an understanding of democracy in action.
- The school's involvement in the 'Let's Think' project with King's College London gives pupils the tools they need to think critically, reason, solve problems, listen actively and make sense of meaning through discussion and debate. They can deal comfortably with potential conflict and differing ideas.
- The school's annual Careers Fayre was set up to raise pupils' aspirations and open them up to the wider world, involving numerous businesses and professionals. This has now been running successfully for three years.

2.2 Leadership at all Levels - Even better if...

...leaders produced concise summaries of key documents to make their self - evaluation and priorities easily accessible to a wider audience.

3.1 Quality of Provision and Outcomes - What went well

- Behaviour for learning and the engagement of pupils across the school are very strong. Teachers are consistent in their high expectations and the way they use strategies to promote learning. Relationships with pupils are very positive. A pupil said, 'teachers enjoy teaching us'.

- The sequence of learning in reading enables pupils to draw on what they have done previously and develop their skills. Teachers' passion for mathematics fires pupils' enthusiasm. In forest schools, there was good teamwork, as pupils worked together to build a tripod.
- Teachers' subject knowledge is strong. In the Early Years Foundation Stage (EYFS), the move to whole class phonics teaching is well embedded. Children can use the terminology with confidence, such as 'digraphs'. Teachers are able to correct misconceptions straight away. They also use pupils as models to explain where something has gone wrong and how it can be corrected.
- A lot of work has gone into developing high quality teaching sequences, for example in reading using rich texts. In physical education, the teacher was taking pupils through a series of activities that built up to the outcome, which was to make a fitness video.
- Teachers use questioning well to deepen thinking and probe understanding. For example, in a Year 6 mathematics lesson, the teacher expected pupils to give full answers when they were explaining how to multiply and divide decimals.
- Coaching pairs support each other well. In science in Year 2, pupils were sorting animals into carnivores, omnivores and herbivores together. Pupils are used to working purposefully.
- In books there are high expectations in writing. Pupils frequently extend their writing, for example when Year 3 pupils wrote about Shakespeare's play, 'The Tempest'. Pupils use purple pens to respond to 'in the moment' feedback and edit their work. This enables them to correct errors straight away.
- The learning environment throughout the school is very engaging and attractive. Pupils talk about using the learning walls if they are not sure what to do. The public spaces have excellent displays of high-quality pupils' work, including impressive life-size models of wild animals.
- Reasoning skills are evident in all year groups. The learning is progressive, such as algebra in Year 6. Approaches to mastery in mathematics are demonstrated in pupils' learning. The curriculum is well sequenced and builds on prior knowledge. The use of knowledge organisers supports learning, such as the human body in science. They give pupils key knowledge and vocabulary in a visual and interesting format.
- Staff promote a love of reading across the school. Pupils enjoy their 'drop everything and read' sessions, when they can lose themselves in a book. They talk about their own personal reading. The library is very attractive and well stocked.
- From very low starting points, pupils reach national average standards at the end of each key stage. This is in spite of high mobility and above average SEND. Pupils' progress is good across the school and there are no gaps between disadvantaged pupils and others nationally. Books show clear progression through units of work, whether in mathematics, writing or topic.

3.2 Quality of Provision and Outcomes - Even better if...

...teachers drew on the best practice to ensure that feedback had the maximum impact on improving pupils' work, taking into account workload.

4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The progress of disadvantaged pupils in 2019 was stronger than that of the other pupils. The attainment of disadvantaged pupils is above that of others nationally.
- There are equally high expectations of all pupils, including disadvantaged pupils and those with additional needs. The teachers know the pupils very well. These pupils are not afraid to take risks, for example in explaining how to calculate correctly in front of the class.
- In lessons, all pupils are fully included. Additional adults provide the support that is needed, but not so that pupils become dependent upon them.
- The use of knowledge organisers helps to increase these pupils' vocabulary. The sequential curriculum helps build their learning in a systematic way. They know how to access support from other pupils and resources in the classroom.
- There is great enrichment and enhancement of the curriculum, including visits and cultural events, for example to the Greenwich Maritime Museum. These widen pupils' horizons and give them unique experiences.
- The school supports those with dyslexia well through a dedicated dyslexia teacher. They are identified early and given the support they need to overcome barriers to learning.
- The school's work with families to promote attendance ensures that these groups of pupils attend regularly and benefit from the provision.
- The school's specialist provision gives individualised support to its most vulnerable pupils. The school draws from the resources within the trust to help meet these pupils' needs.

4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...there is nothing significant to improve.

5. Area of Excellence

None submitted.



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6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders would like time to reflect on the review findings.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.