

Name of School:	Horn Park Primary School
Head teacher/Principal:	Mrs Michelle Bernard
Hub:	Inspire Partnership
School type:	Primary
MAT (if applicable):	The Compass Partnership

Estimate at this QA Review:	Good
Date of this Review:	06/02/2019
Estimate at last QA Review	n/a
Date of last QA Review	n/a
Grade at last Ofsted inspection:	Good
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:

School Improvement Strategies	Good
Outcomes for Pupils	Good
Quality of Teaching, Learning and Assessment	Good
Area of Excellence	Accredited Individual support for our most vulnerable learners
Previously accredited valid Areas of Excellence	n/a
Overall Estimate	Good

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

1. Context and character of the school

- Horn Park Primary is a two-form entry primary school. The school provides nursery provision for children both in the morning and afternoon. A breakfast club, as well as a wide range of after-school activities are offered to pupils.
- The school is part of the Compass Partnership. This consists of five other primary schools and a special school. Horn Park is led by an executive head teacher as well as a head of school.
- Horn Park's ethos is based around the values of: responsibility, freedom and tolerance, respect, forgiveness, perseverance, co-operation, kindness, unity, trust, resilience and honesty. These underpin all aspects of the school's provision.
- The proportion of pupils from minority ethnic backgrounds is above the national average. Similarly, the proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils who are disadvantaged is above the national average.
- The school runs a range of programmes to support the needs of the most vulnerable pupils, including those with autism. These include 'nurture' and 'discovering roots'. The school is increasing its use of the outdoor environment including the forest school, as well as the neighbouring park.
- The percentage of pupils who join or leave the school at other than the usual times is higher than typically found.

2.1 School Improvement Strategies - Progress from previous EBIs

- This is the school's first Challenge Partners review.

2.2 School Improvement Strategies - What went well

- Leaders have created a strong culture among adults and pupils based around their core values. This results in nurturing and positive relationships between adults and pupils. Pupils say how proud they are to be a pupil at Horn Park Primary School.
- The environment for learning, both inside and outside of the classroom, makes a positive contribution to pupils' learning. Pupils say that they are regularly referred to the learning walls if they need additional support. They say that the displays of 'how to use relative clauses and pronouns' are useful reminders.
- Leaders have an accurate understanding of the strengths and areas for

improvement in all aspects of teaching and learning.

- Leaders make good use of recently published and international research to inform their plans for improvement. Their focus is on developing quality first teaching to support the progress of all pupils. Current in-school data, including that for disadvantaged pupils, indicates that the dip in outcomes at the end of Key Stage 2 in 2018 is being reversed.
- Recently appointed subject leaders value the training, mentoring and coaching that they receive. This enables them to make the transition from classroom teacher to whole-school leader smoothly. Subject leaders use the whole-school development plan as the basis for their own action plans.
- Leaders and teachers speak enthusiastically about the benefits of working with colleagues from other schools in the trust as well as with schools in the local authority. Teachers have been working for over five years with researchers from Kings College, London to develop questioning and cognitive acceleration. Teachers routinely draw upon this work as a personal target as part of the school's appraisal process.
- Pupil-progress meetings focus on the needs of the individual pupil. Teachers have the same high aspirations for disadvantaged pupils as they do for all other pupils. This enables teachers to use planning to better match work to pupils. Highly qualified teaching assistants provide interventions for those needing additional support. Leaders are constantly striving to close any gaps in progress between different groups of pupils.
- Leaders recognise the importance of their pupils needing a rich and varied vocabulary. Every half term, each class has a visiting workshop or an external trip to complement their learning. Recent visits have included: Blackheath Halls to listen to Beethoven Symphony No. 8; the Science museum; O2 Young Voices; Houses of Parliament; Kew Gardens and a theatre visit to see The Lion King. Year 2 pupils recently visited the National Gallery to research at first hand a variety of different portraits. This also supported the schools' Artsmark application process.

2.3 School Improvement Strategies - Even better if...

...the school's self-evaluation documentation included a more rigorous set of criteria against which they could measure progress, especially regarding the quality of teaching and learning.

...leaders further embedded and evaluated the impact of the whole class approach to reading.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- This is the school's first Challenge Partners review.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Pupils want to learn. They work very well together supporting one another. They say lessons are fun and challenging, especially when they are involved in their own learning. This is a particular strength in lessons that take place outside of classrooms. During one lesson, a group of Year 6, predominantly disadvantaged boys, as part of the 'discovering roots' programme, took turns sharing ideas in the local park. They listened attentively to the opinions of others around the theme of responsibility.
- Many children enter the Early Years Foundation Stage (EYFS) with language and communication skills well below what is typical. Through the skilful work of adults trained in speech and language support, they make good progress in overcoming these early barriers to their learning.
- Pupils play and work well together, as well as supporting each other's learning. Children in the EYFS were routinely seen taking turns, sharing and explaining their learning to one another. For example, a small group, working independently, were preparing food in the mud kitchen. They discussed what to include in their meal and when it was ready to be put into the oven to cook. They were totally absorbed in their learning.
- Where learning was best, teachers modelled precisely the sequence of learning activities. Questioning was skilfully used to clarify any misconceptions the pupils may have had. This ensured that pupils took on board the views of other pupils. As a result of this feedback, pupils were able to address any mistakes.
- Pupils, including those who are disadvantaged, are increasingly making good use of vocabulary specific to different subjects, as a result of it being modelled by teachers.
- Pupils were able to explain how their teachers' feedback and marking helps them to improve their work. Pupils are given time to correct any work, during the early morning sessions. They describe how their teachers 'give us a challenge question for us to put right our mistakes'. Pupils' use of a purple 'polishing' pen is a clear indicator to teachers that they have acted upon their feedback.
- A team of teachers and assistants has revised the teaching of reading. Guided reading sessions have now been extended into the EYFS. Parents and carers visit weekly to read with their child. These sessions are well attended and are used as a springboard for parents to attend other workshops. Books are displayed prominently around the school and this all contributes to an exciting and inviting learning environment. In addition, pupils from older classes routinely read with younger pupils, especially for those who need additional support and encouragement. Key Stage 2 pupils say that they enjoy read every day at school with many of them regularly reading at home.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ... all pupils, irrespective of their starting points, were given challenging activities to deepen their learning and understanding.
- ... questioning were used not only to clarify pupils' understanding or misconceptions, but also to enable them to build upon the responses of other pupils.
- ... the teaching of phonics, especially decoding and fluency, were taught systematically throughout all key stages.

4. Outcomes for Pupils

- Children in the EYFS receive high quality teaching and support by teachers and highly trained assistants. By the end of Reception in 2018, they attained a good level of development which was above the national average.
- At the end of Key Stage 1 in 2018, pupils' outcomes in reading, writing and mathematics dipped from the previous year at the expected standard. However, the proportion of pupils who attained at greater depth improved from 2017.
- The decline at the expected standard was due to the high number of pupils who joined the school during the course of Year 2, as well as the high proportion of pupils with special educational needs and/or disabilities (SEND).
- At the end of Key Stage 2 in 2018, outcomes dipped in both reading and mathematics at the expected standard and at the higher standard for reading.
- Current in-school data for both Year 2 and Year 6 pupils indicates that attainment and progress are improving for all pupils, including those who are disadvantaged. Standards are at age-related expectations.
- Teachers and leaders moderate and validate pupils' outcomes both within the school as well as across other schools in the trust and in the local authority.
- Work seen in lessons and in exercise books demonstrates that all groups of pupils are very productive. Their presentation is good and they are making good progress.
- The proportion of Year 1 pupils in 2018 reaching the required standard in the phonics reading check was below the national average. As a result, the school has re-evaluated its whole approach to reading. Current pupils are reading more widely, which includes older pupils reading with younger ones on a regular basis. All of these activities are contributing to pupils' enjoyment of reading.

- A range of programmes to support the learning of the most vulnerable pupils has been implemented. These have led to these pupils, many of whom are disadvantaged, making strong progress from their respective starting points. In addition, they have also improved their attendance as well as their behaviour around the school.
- Writing continues to be a strength across the school, with pupils being given many opportunities to write at length in a range of styles.
- The development of 'cognitive acceleration' and 'growth mindset' is having a positive impact on enhancing pupils' skills of perseverance and resilience. This was observed in a number of lessons, including mathematics, where pupils were confident to undertake more challenging activities.

5. Area of Excellence

Individual support for our most vulnerable learners.

Accredited

5.1 Why has this area been identified as a strength?

The school has established a range of specialist programmes to meet the needs of the most vulnerable pupils. These include those at risk of exclusion, poor attendance as well as those with Autism Spectrum Disorder. 'Discovering roots' is an outdoor learning programme targeted at specific pupils, enabling them to learn from their mistakes as well as developing the skills of perseverance. Pupils then take these skills back into the classroom environment.

Leaders and teachers have been invited to support other schools in the Compass Trust and the local authority in developing such provision. One example is a specialist teacher for dyslexia, who is working with a local school to implement dyslexia friendly practice.

Over a relatively short period of time, the school has seen reductions in restraints, exclusions and incidents of poor behaviour. In addition, it has seen improved attendance, punctuality and academic progress.

Leaders have developed a unique CPD package of materials and training, which is used to develop specialist teaching assistants. This is being offered to other schools in the trust as well as to partner schools as part of the wider Compass provision.

5.2 What actions has the school taken to establish expertise in this area?

Leaders have worked closely with Willow Dene Special School, one of the seven schools in the trust. This has enabled staff to develop expertise in meeting the complex needs of pupils diagnosed with autism. The school has been awarded the Autism Education Trust award. Leaders have also developed a specialist dyslexia team to assess and identify children with any early indicators of dyslexia. This process is completed within a month from an initial referral. Following this, a twelve-week personalised intervention programme is put in place and evaluated. All staff in the school have received specific training to enable outstanding dyslexia friendly practice.

Programmes to support the social, emotional and mental health (SEMH) needs of pupils and parents have been developed. This involves pupils spending considerable amounts of time within the 'provision' and then supported as they transition into their mainstream class.

The 'discovering roots' programme is based on the principles of outdoor learning. This twelve-week programme supports pupils' skills of team work, communication skills, confidence, self-esteem and resilience, all of which contribute to Horn Park's core values.

5.3 What evidence is there of the impact on pupils' outcomes?

All pupils who receive support as part of this provision have so far made strong progress against their respective starting points. Pupils' attendance and punctuality have improved, as has their behaviour both in and out of the classroom. Two pupils who were at risk of exclusion have been supported through the SEMH provision and are learning alongside their peers in their mainstream class.

The behaviour and attitudes to learning of the pupils participating in the 'discovering roots' programme is improving over time and was seen at first hand during the review.

5.4 What is the name, job title and email address of the staff lead in this area?

Name: Ms Rebecca Gittins

Title: Assistant Head - Inclusion

Email: rgittins@hornpark.compassps.uk



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

The school wishes to reflect on this once they have received their report.

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.