

Inspection of Horn Park Primary School

Alwick Road, Lee, London SE12 9BT

Inspection dates:	14 and 15 January 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Zoe Crosland. This school is part of The Compass Partnership of Schools multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), John Camp, and overseen by a board of trustees, chaired by Susan Skidmore. There is also an executive headteacher, Michelle Bernard, who is responsible for this school and two others.

What is it like to attend this school?

Pupils flourish at this inclusive and friendly school. Staff know pupils well and have very high expectations for them. Many pupils achieve well. Positive relationships are central to everything at the school. As a result, pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities (SEND), feel included. Pupils are rightly proud of their school and all that it has to offer.

Pupils' behaviour is excellent, both in lessons and around the school. Bullying is rare and pupils know who to speak with if they have any concerns. From the early years, children listen attentively to adults and learn to cooperate, take turns and share.

Diversity and difference are valued by all pupils. They are interested in learning about different religions and cultures. Because of the school's excellent work to develop pupils' character, they are well prepared to be positive citizens of the future. Pupils are eager to make a difference to the school community. They enjoy taking on 'community jobs' across the school and helping each other in the playground when acting as 'play leaders'. Pupils talk enthusiastically about the wide range of enrichment opportunities available. These include educational visits and residential stays.

What does the school do well and what does it need to do better?

The school has worked with the trust to design an ambitious and well-considered curriculum. This sets out the key knowledge that pupils need to learn in each subject. The curriculum has been designed from the early years so that pupils build on their learning year on year. Staff use children's individual starting points to plan activities that build on what they have learned in Nursery.

Staff help pupils to remember essential knowledge. They use appropriate assessment strategies to determine what pupils know and can remember. In many subjects, teachers model precise language and use questioning successfully to check understanding before moving on to new content. In some parts of the curriculum, however, this is less systematic. As a result, in a small number of subjects, pupils' understanding is less well developed. In some lessons, pupils find the work too easy because the activities selected do not enable them to apply what they know. This means that some pupils are not learning as securely or achieving as well as they could.

The school have made reading a priority. The phonics curriculum is taught effectively by well-trained staff. The school ensures that any pupils who are at risk of not keeping up in phonics receive appropriate support to catch up. Staff ensure that the books that pupils read closely match the sounds that they know. This helps pupils to read with increasing fluency. Class reading sessions take place with teachers modelling positive reading behaviours. Pupils are eager to share the stories they have recently enjoyed reading in class.

There is very strong support for pupils with SEND. The school carefully identifies pupils' needs and shares this information with staff. Adaptations are made to the curriculum,

where necessary, so that teachers can support pupils with SEND in the classroom. Leaders check that the additional support pupils receive is having a positive impact. The school has created specialist provision for pupils with complex needs. Staff are well trained to support these pupils with the support of external specialists.

Pupils are respectful, polite and friendly. Children settle rapidly into the early years provision. The school environment is calm and orderly. Pupils who may struggle with behaviour receive targeted support. The school takes a proactive stance in teaching pupils about bullying and discrimination. This contributes to an open culture where pupils feel secure and safe. The school knows its pupils and families well and is responsive to any concerns. Over time, the school has established a culture of high attendance. Pupils, including those who are disadvantaged, attend very well.

Pupils are well prepared for their lives outside of school. They learn everything they need to assess risks sensibly and keep themselves safe, including online. The range and quality of opportunities for pupils to develop leadership skills and to become active citizens are exceptional. For example, pupils enjoy outside learning and taking part in charitable fundraising activities.

Leaders at all levels, including from the trust, have high ambitions for all pupils and want the best for them. Staff feel that their workload and well-being have been carefully considered. They benefit from high-quality professional development opportunities. Staff appreciate the networks of support that have been created by the trust. Consequently, morale is high and there is a strong team spirit.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, assessment is not used consistently well to identify and address misconceptions. This means that pupils sometimes develop a more superficial understanding of the knowledge they need. The school should ensure that pupils' understanding is routinely checked and any misconceptions addressed before introducing new content.
- In some lessons, the activities selected do not enable pupils to achieve the aims and ambitions of the designed curriculum. As a result, a small number of pupils do not progress through the curriculum as intended. The school should ensure that the tasks and activities chosen enable pupils to learn and remember more.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143598
Local authority	Greenwich
Inspection number	10346036
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	Board of trustees
Chair of trust	Susan Skidmore
CEO of the trust	John Camp
Headteacher	Zoe Crosland (Headteacher) Jack Green (Head of School)
Website	www.hornpark.compassps.uk
Dates of previous inspection	4 and 5 February 2020, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Compass Partnership of Schools multi-academy trust.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held a wide range of meetings with leaders at all levels, as well as teaching and support staff. The lead inspector held two separate meetings with executive officers and trustees of the multi-academy trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of parents, leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors reviewed a range of school documents, including records related to attendance, behaviour and pupil movement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with representatives from the local governing body. They also spoke with executive officers and trustees of the multi-academy trust.
- Inspectors considered the views of pupils and staff, including through their responses to Ofsted's online surveys.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments.

Inspection team

Robert Grice, lead inspector

His Majesty's Inspector

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