



VIRTUAL LEADERSHIP QUALITY
ASSURANCE REVIEW

REVIEW REPORT FOR
HORN PARK PRIMARY SCHOOL

Name of School:	Horn Park Primary School
Headteacher/Principal:	Michelle Bernard (Executive headteacher) Zoe Crosland (Head of School) Joe Leslie (Deputy Headteacher)
Hub:	Rose Hub
School phase:	Primary
MAT (if applicable):	Compass Partnership

Overall Peer Evaluation Estimate at this virtual Leadership Quality Assurance Review:	Leading
Date of this Review:	26/04/2021
Overall Estimate at last QA Review	Leading
Date of last QA Review	15/01/2020
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	04/02/2020



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Quality Assurance Review

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

Leadership at all Levels	Leading
School Improvement Strategies	Leading
Approach to recovery and remote learning	Not applicable
Area of Excellence	Not applicable
Previously accredited valid Areas of Excellence	Meeting the needs of the most vulnerable pupils, 06/02/2019
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 an average sized primary school and caters for pupils aged 3 to 11. It became an academy in July 2017, and it is now part of the Compass Partnership Academy Trust that comprises seven primary schools.

The school is characterised by cohorts of pupils with high needs in language and communication, economic disadvantage and high mobility. The proportions of pupils who are disadvantaged, have special educational needs and/or disabilities (SEND) and with an education and health care plan (EHCP) are all well above national figures. A substantial proportion of children join the Nursery with skills and abilities that are below that expected for their age. An above-average proportion of pupils speak English as an additional language.

The school has established two specialist classes, one in each key stage, to support pupils with very complex needs.

The school's values, which include responsibility, tolerance, kindness, honesty and resilience, are the foundations on which learning takes place and a sense of community is promoted. Horn Park aspires to develop independent and inquisitive learners who have high self-esteem and aspirations.

2.1 Leadership at all Levels – What went well

- School leaders at all levels are dedicated and enthusiastic professionals. They continually strive to improve all aspects of their school's performance. Leaders are learners themselves and make good use of evidence-based research to design effective school development strategies. For example, through the strong continuing professional development programme (CPD), teachers' pedagogy has become more precise and responsive so that gaps in pupils' learning are being filled more quickly.
- Leaders and school staff share the same vision and determination for their pupils. They aim to develop pupils into valuable citizens with secure self-esteem and high aspirations who are contributors in a modern society. Leaders are passionate about improving pupils' life chances. They have developed a culture of 'everyone is a leader' where pupils develop self-confidence and resilience. Pupils have good opportunities for leadership, such as E-cadets and the school council. Council members provided clear examples of how they had affected change, such as ensuring fair use of the playground for each year group. In addition, the school's career fair, which includes exhibits of a variety of professions, such as journalism and architecture, reflects how the school expects pupils to aim high.

- Leaders are cheerful and optimistic and have developed a warm and welcoming atmosphere. Pupils are proud of their school and feel cared for and valued. They said they were really pleased to be back at school and learning with their teachers and classmates. They appreciated the school's learning environment and explained how useful the strategies for learning, like knowledge organisers, are.
- Collaboration and good communication are strengths of the school. The open-door policy and easy accessibility of leaders enable all staff to ask questions and contribute to the improvement of school performance. For example, teachers have worked together in groups to successfully plan areas of the curriculum and share good teaching ideas. Pupils are encouraged to work together on activities and projects and to coach one another in the classroom. Staff know they are valued and fully support the work of the school. They have high expectations and act as good role models for pupils.
- Teachers and teaching assistants (TAs) feel well supported and valued. Newly qualified teachers said they quickly felt part of the team and the school community. They spoke appreciatively about the quality of their training and the wider experience offered by visiting other trust schools. One relatively new TA spoke movingly of being able to support pupils better after receiving mathematics training.

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

...the language of the strategic aims was more specific in order to provide clarity and direction for all audiences.

3.1 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs – What went well

- Horn Park continues to improve because expectations are clear and staff are closely involved in planning and executing improvement strategies, while leaders monitor progress closely. Energy, drive and ambition pervade the school.
- CPD has a high profile at the school. Aspiring leaders spoke highly of the 'thought of the week' initiative and leader mentoring programme. School leaders also provide CPD for the trust and other schools. They have helped some schools develop their own support systems for pupils with complex needs.
- Teachers' subject knowledge has improved because of the collaborative process of trust-wide planning groups and support from curriculum subject leaders. This

enables teachers to link children's prior knowledge including those skills gained in the early years.

- Leaders have created a rich and broad curriculum. All foundation subjects are interleaved to support memorable learning. Well planned links between subjects, and to earlier learning, effectively helps pupils to develop their understanding and improve their long-term memories. A varied programme of trips, visits and clubs adds significantly to pupils' cultural capital. The initiative '11 before 11' ensures all pupils have access to a wealth of new experiences beyond the national curriculum, such as cooking a meal or playing an instrument.
- Children get off to a good start in the early years setting. Although many start Nursery with much poorer skills and abilities than is typical. They make strong progress and an average proportion leave Reception with a good level of development. Learning walks show that teaching is consistent across Nursery and Reception. Reading, phonics and literacy are taught well and develop children's language and communication skills, which are initially low.
- The school provides well for disadvantaged pupils and pupils with SEND. For example, a dyslexia specialist supports teaching staff and shares good practice across the trust. Pupils with complex needs follow an adapted curriculum, which includes specialist support and integration with their classmates as much as possible. Disadvantaged pupils benefit from precision teaching from outstanding practitioners and an enhanced curriculum, such as learning an instrument. They engage well with learning at all levels and achieve well. Pupils with SEND make similar progress to their peers from their starting points
- School leaders give a high priority to the well-being of all staff. For example, teachers' workload is considered alongside every new development; the amount of marking of books expected of teachers was reduced through a more effective way of giving feedback to pupils on their written work.
- The school has established strong links with parents and the wider community. Parents receive rich feedback on the school's work and their children's progress, and good support to help their children at home. Close contact with parents is one of the ways the school ensures good pupil attendance. Before the lockdown attendance had risen to around the national average.

3.2 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs – Even better if...

... leaders re-evaluated the strategies to support attendance of disadvantaged pupils so that good attendance habits were re-established now that pupils are back in school.

4.1 Approach to recovery and remote learning - What went well

- Horn Park delivered highly effective remote provision that was accessible to all pupils. Leaders foresaw the lockdown and prioritised the key skills that pupils, and teachers would need and integrated them into the curriculum. This led to a smooth transition to remote learning. As a result, almost all pupils engaged well with the school's remote offer and, therefore, continued to have access to a rich curriculum during lockdown.
- All staff were united in their determination that, through the remote learning, all pupils should experience as much of the normal curriculum as possible. Subject leaders played a significant role in supporting teaching staff to deliver the curriculum effectively in their subject areas. Staff supported families well, such as with computer loans and Wi-Fi vouchers and guiding parents on how to support their children's learning
- Ongoing and personalised CPD was provided for all staff, with a sharp focus on delivering quality online learning for all pupils. Teachers kept in close contact with pupils and were keenly aware of the different challenges they faced at home. As a result, most pupils, including those who are disadvantaged or have additional learning needs, continued to make progress during the national lockdown.
- Teachers' rigorous assessment of pupils' remote learning captured their learning needs accurately. When they returned to school, teachers were acutely aware of pupils' next steps. Leaders designed a robust recovery curriculum, prioritising the key skills that pupils would need to catch up overtime.

4.2 Approach to recovery and remote learning - Even better if...

... the features of effective remote provision were embedded into everyday classroom practice to further enhance teaching, learning and assessment.

5. Area of Excellence

Not applicable

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

School leaders are considering what further support the school might need.



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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.

Schools can also access the School Support Directory, the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.