

Tribal Inspections  
Kings Orchard  
Bristol, BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 3115307  
rachel.evans@tribalgroup.com

22 May 2015

Mr David Astin  
Principal  
Harris Academy Bromley  
Lennard Road  
Beckenham  
Kent  
BR3 1QR

Dear Mr Astin

### **No formal designation monitoring inspection of Harris Academy Bromley**

Following my visit to your academy on Thursday, 21 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about behaviour at the academy.

### **Evidence**

Inspectors considered evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- Discussions with school leaders and staff.

Having evaluated all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

### **Context**

The academy has 837 students on roll and is much smaller than the average-sized secondary school. The number of students on roll has been reduced this academic year because of limited space caused by a major building and refurbishment programme. This is expected to be completed in 2017. Currently, 150 students will be admitted to Year 7. When completed, the sixth form is expected to double in size.

The academy serves a diverse community and the proportion of students from minority ethnic groups is high. The largest groups are of White British heritage, Caribbean and African heritages, those from Any Other White and from mixed heritages. The proportion of students who speak English as an additional language is above the national average. The proportion of pupils eligible for the additional government funding, provided for pupils known to be eligible for free school meals or looked after by the local authority is above the national average. The proportion of disabled pupils and those who have special educational needs is above average.

Since opening in 2011, five Principals have led the academy. One was transferred with the predecessor school and four were appointed to lead the academy. Students' behaviour was good at the previous inspection. However over time, changes were required because behaviour systems were not used well to sustain good behaviour. Until the last 12–18 months, the frequent changes in leadership restricted the consistent approach to tackling unacceptable behaviour. Following the last section 5 inspection, the new Principal, the fifth, was appointed. He took up his position in September 2014. Eight members of staff, including middle managers, will be leaving at the end of the current term. Experienced candidates have been appointed to each position for the start of the new school year in September 2015.

### **Behaviour and safety of pupils**

The academy is an orderly community where learning is at the heart of students' time in lessons. Students work engagingly, and are keen to take part in all activities. They arrive to lessons on time, well equipped and ready to begin working; very little time is wasted. The very short visits to 23 lessons, discussions with selected students, and the many groups spoken to randomly, provided substantial evidence that the culture of the academy has changed. The sharper focus on behaviour management means that there has been a positive impact on students' attitudes towards their learning and in their conduct towards each other and staff.

Students also behave very well outside of lessons. They use the limited space available very sensibly, and do not use the building programme as an excuse to dawdle in the corridors or arrive late to lessons. At the time of the monitoring visit, they were polite and demonstrated the core values of the academy.

Strong leadership and management are clearly reflected in the major improvement in students' behaviour. Senior leaders have kept up the momentum of radically reducing high exclusions and persistent absence, which began 12 months ago. Staff and students confirmed that the new Principal has given very clear direction about behaviour management and behaviour for learning. He has consolidated the changes through the following processes:

- First, staff and students have a very good understanding of the academy's vision to improve behaviour and attitudes. No one is any doubt about the consequences. Staff have received training and development; consequently, there is a consistent approach to implementing the actions as outlined in the improvement plan.

- Second, responsibilities and routines are well established. For instance, teachers operate an open door policy when teaching. It is widely accepted that staff meet and greet students who are ready to begin working.
- Third, senior and middle managers are highly visible throughout the academy day. Careful monitoring of lessons, combined with effective teamwork and support, means that the behaviour management systems have led to students working in a calm learning environment. Data on students' work and behaviour are well managed and analysed. 'Hot spots' are readily identified and personalised support for students helps to maintain their focus on learning.
- Fourth, within a very short time, the Principal accurately identified behaviour management as a key priority to regain all students focusing on learning and the trust of parents. He has aptly informed parents that his appointment is not short-termed; this has allayed fears about instability and lack of improvement. Much has been done to improve communication and relationships. As a result, most parents are satisfied with the academy's work to improve behaviour. The vast majority, who took part in the school survey based on the Ofsted model, are particularly positive about their children's safety, the high-quality care and teaching provided at the academy. This is a stark contrast to negative responses in the earlier online Parent View survey. Parents are now supporting the academy's work and behaviour code.

Planning for improvement is extensive, and initiatives to provide support and early help are used very well to keep individual students and families on the right track. The academy works with external agencies very well to support students' particular needs, but initiatives are not all evaluated. For example, the mentoring programme is proving successful. Students value the in-depth conversations and opportunities to reflect on their behaviour. The very few students requiring specialist support transfer to Harris Aspire, an adjoining alternative education provision within the Harris Federation. Very good support for disadvantaged students, school refusers and for those on fixed-term exclusions has resulted in significant improvement in behaviour, attendance, and attitudes to learning. Discussions with students previously in Aspire confirm that they advocate placements there because the benefits were highly effective.

Personalised and one-to-one support is used extremely well to counsel students. One student summed up the views of others about the benefits by stating, 'It has stopped me from going back to the old path.' Students indicate that high levels of support and counselling challenges them to re-engage with their learning very well.

The work of a dedicated education welfare officer has led to improvements in attendance. This is now slightly above average. Close attention is given to pursuing those who are persistently absent through fines, and using the legal channel, if necessary. Monitoring is regular and above average attendance is celebrated in assemblies.

Senior and middle leaders are at the very early stage of reviewing outcomes based on the behaviour management systems used. For example, permanent exclusions have fallen to two compared to four and above in previous years. Fixed-term

exclusions have fallen by one third in two terms. The behaviour zone for internal exclusions, once a central and busy hub, now has fewer than five students at any given time. Most students spoken to about the behaviour zone indicated that the isolation helped them to reform. Senior leaders recognise that many students on the special educational needs register are at the early stage of reviewing the accuracy of assessment to ensure that needs are met. Governors keep behaviour under review through regular visits and reports on exclusions and attendance.

Students comply with the strict discipline, including the zero tolerance on dress code. They know the core values and the behaviour system SWAT (state, warn, action and transfer) and consequences. Students appreciate the strict code and, while a few struggle with it, almost all spoken to report that the quality of their learning is better. Discussions with students indicate that, under the current senior leadership team, learning is fun and more demanding. High expectations of teaching and achievement are reflected in the academy development plan. However, enough has not been done formally to listen to and evaluate the views of students.

Students are safe in the academy. The behaviour policy extends beyond the confines of the academy boundary. For example, work with universal services is used very well when working in partnership with institutions such as the police, Child and Adolescent Mental Health Services (CAMHS) and social services. Very good-quality care pervades all aspects of the academy life and work because it knows well the varying needs of the students it serves. Relationships between students are very good and students describe their diverse community as a 'family'.

### **Priorities for further improvement**

- Evaluate the behaviour management systems in place to identify and embed the good practices.
- Use surveys and questionnaires to find out the views of students so that findings and provision for them can be used to inform the development plan on behaviour and safety, teaching and their achievement.

I am copying this letter to the Harris Federation, the Director of Children's Services for Bromley, the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Carmen Rodney  
**Her Majesty's Inspector**