

Harris Primary Academy Kenley

51 Little Roke Road, Kenley, CR8 5NF

Inspection dates 23–24 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The Executive Principal and Head of Academy lead and manage the academy exceptionally well. They have ensured rapid improvement in all aspects of its work since it opened.
- Leaders are uncompromising in their efforts to ensure that all pupils fulfil their potential. They have given teachers and teaching assistants high quality support and training. This has led to notable improvements in the quality of teaching.
- The leadership team, including those in charge of subjects, is very knowledgeable about the quality of provision because it checks all aspects very carefully and quickly takes action if it spots a weakness.
- The governors are extremely well informed and take an active role in all aspects of school life. Finances, including for primary school sport and supporting disadvantaged pupils, are managed very well to maximise the impact on learning.
- The Harris Federation has provided excellent support and challenge to the academy to secure improvement.
- Pupils' achievement is outstanding because pupils are taught exceptionally well.
- Early years provision is outstanding. Teaching is excellent. Children acquire new skills very quickly and behave exceptionally well. Provision is extremely well led and managed.
- In Key Stages 1 and 2, teachers expect nothing but the best from pupils. They get on very well with pupils and are very effective at making learning interesting. Teaching consistently provides the right level of challenge for pupils, including the most able.
- Pupils are very proud of the academy and are brilliant ambassadors for its work. Their behaviour is outstanding. They are highly motivated and work hard all the time.
- Pupils get on extremely well together. They are polite and courteous. They thoroughly enjoy their work, especially the way that learning is enriched by clubs, visits and visitors.
- The academy promotes creativity in areas such as art, sport and music very successfully.
- The safety of the pupils is outstanding. Adults ensure pupils are very aware of how to keep themselves safe. Senior leaders and governors ensure the site is extremely safe.
- The academy plays an important role in supporting other establishments in the Harris Federation.
- While the great majority of parents are happy with the huge improvements since the academy opened, a minority feels that they could still be more involved in its work.

Information about this inspection

- The inspectors observed pupils' learning in 23 lessons, nine of which were observed jointly with the Head of Academy or a member of staff from the Harris Federation. In addition, the inspectors made some short visits to observe learning at other times.
- Discussions were held with pupils, staff, representatives from the Harris Federation and members of the governing body.
- The inspectors took account of the views of 64 parents who responded to the online questionnaire, Parent View. Inspectors also analysed the academy's own surveys of parental views and talked to parents at the start and end of the academy day.
- The inspectors observed the academy's work, heard pupils read and looked at a number of documents, including: the academy's own information about pupils' learning and progress; planning and monitoring documents; the academy development plan; records relating to behaviour and attendance; safeguarding information; and, health and safety documentation.
- Inspectors analysed 25 questionnaires from staff.

Inspection team

Mike Capper, Lead inspector	Additional Inspector
Lynne Kauffman	Additional Inspector
Andrew Rigby	Additional Inspector

Full report

Information about this school

- Harris Primary Academy Kenley converted to become an academy on 1 September 2013. When its predecessor school, Roke Primary School, was last inspected by Ofsted, it was judged to be inadequate.
- This is a larger-than-average-sized primary academy.
- Children in the early years attend full time in one of the two Reception classes or part time in the Nursery.
- Around a half of pupils are White British. Other pupils come from a wide range of ethnic backgrounds, including White and Black Caribbean and Asian. Nearly a quarter of pupils speak English as an additional language. Only a few of these are in the early stages of learning to speak English.
- The proportion of disabled pupils and those with special educational needs is broadly average.
- The proportion of pupils supported by the pupil premium is also broadly average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governors are managed by the Harris Federation.
- The Executive Principal leads and manages three academies in the Harris Federation.
- The academy runs breakfast and after-school clubs which are managed by the governing body.

What does the school need to do to improve further?

- Further improve the partnership with parents so that they all feel welcome in the academy and are fully engaged in its work.

Inspection judgements

The leadership and management are outstanding

- The Executive Principal and Head of Academy provide exceptional leadership and management. They have secured exceptionally rapid improvement in the quality of provision in the last two years. They have quickly established a culture where pupils flourish both socially and academically. The Harris Federation has supported them extremely well. They have provided extremely high quality support and challenge to the academy since it opened.
- Team work across the academy is very strong. Staff report that they feel valued. They are expected to contribute to academy development and do so willingly. Together, they very diligently promote equality of opportunity and foster good relationships so that all pupils can fulfil their potential.
- The excellent leadership and management of teaching have ensured that teaching has improved very quickly. Training and the management of teachers' performance have been used exceptionally well to develop teachers' skills. Across the Harris Federation, staff are able to share good and outstanding practice, and this also helps them to improve. Teachers are very reflective about the quality of their work and are constantly striving to do better.
- Middle leaders, such as those in charge of subjects, play a full part in driving improvement. They are very knowledgeable about their subjects. They provide excellent support to their colleagues based on a very secure understanding of the main priorities.
- Leaders make excellent use of the pupil premium to support disadvantaged pupils by, for example, funding access to activities such as the breakfast or after-school club and by providing extra help where needed. This has made sure that the eligible pupils achieve exceptionally well and develop very positive attitudes towards learning.
- Most parents are very happy with all aspects of the academy's work and recognise the huge improvements over the last two years, but a minority feels less well involved in the life of the academy. Leaders have recognised this and are doing the right things to improve relationships by, for example, introducing drop-in mornings for parents. However, they know that there is more to do to engage with parents so that they all feel welcome in the academy and are fully supportive of its work.
- The academy works well in partnership with other establishments to improve provision across their academy trust. For example, the Harris Federation has recognised the high quality of early years provision and is using the leader to improve practice in other academies.
- There is a rich and varied curriculum which successfully promotes outstanding progress in literacy and numeracy. It is enriched well by a high number of clubs and visits which provide pupils with many memorable experiences.
- Leaders ensure that the curriculum promotes art, music and sport extremely well. The primary sport premium has resulted in a significant increase in participation in physical activity and pupils have been able to try new sports such as archery. Specialist coaches have provided training that has helped to improve the skills of teachers. The use of the fund is monitored very closely by the subject leader to ensure that it continues to be used to very good effect.
- Activities both in and out of lessons contribute extremely well to pupils' great enjoyment of academy life and to their spiritual, moral, social and cultural development. Leaders do not accept any form of discrimination. They model this in their own interactions with each other and pupils. School councillors are elected each year, helping them to develop an understanding of democracy. Pupils learn to respect and tolerate the beliefs of others and learn the importance of perseverance and resilience when they are working. Consequently, pupils are very well prepared for life in modern Britain.
- Safeguarding arrangements meet statutory requirements and are effective. Leaders and governors give pupils' safety a very high priority and check systems regularly to ensure that they are fit for purpose. Members of staff are carefully checked for their suitability for working in the academy. They are very well trained in how to spot children at risk.
- **The governance of the school:**
 - Governance is very effective. Governors have played a key part in securing the strong improvement over the last two years. Governors have a good understanding of how well the academy is performing in comparison with other schools because they rigorously check provision for themselves. They check data on pupils' progress carefully to see that all are doing well enough. Where they have a concern they raise it immediately so that they can be reassured that it is being tackled by the academy.
 - Governors know where teaching is strongest and how underperformance has been tackled since the academy opened. They have supported leaders well in this process. Governors ensure that the arrangements for managing the performance of teachers set challenging targets for improvement and

only reward good or better teaching financially.

- Governors have very thorough systems for checking that government funding is used to good effect. They monitor the use of additional funding for disadvantaged pupils and have made sure that it helps to improve their attainment.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils, most parents and staff agree that the exemplary behaviour seen during the inspection is typical. Inspectors found that pupils' conduct is excellent throughout the academy day and is a key factor in their outstanding learning. Academy logs confirm that misbehaviour is extremely rare, but is tackled very well should it occur.
- Pupils work hard all of the time. They quickly become reflective, confident and highly motivated learners. They have a thirst for knowledge which means that they constantly do their best and take pride in their work. They work without fear of failure and persevere even if they are finding work difficult because they have learnt that, as one said, 'Sometimes you have to fail to succeed.'
- There is a calm and happy atmosphere at playtimes and lunchtimes. Pupils are kind and caring and take good care of each other.
- Older pupils are excellent role models. They speak confidently and politely to adults. They tell visitors how eager they are to learn because work excites and engages them.
- Pupils keenly take on responsibility. School councillors are very proud of their role. They feel that they have helped the academy to improve over the last two years because staff have listened to their ideas.
- Pupils thoroughly enjoy academy life and most attend regularly. Any absences are followed up very quickly by academy staff who are working closely with parents to help them understand the importance of good attendance. The well-managed breakfast club is enjoyed by pupils and has helped to improve punctuality and attendance since it opened.

Safety

- The academy's work to keep pupils safe and secure is outstanding.
- There are very thorough arrangements for safeguarding pupils. When needed, staff liaise very closely with outside agencies to help vulnerable pupils.
- Pupils are very confident that they are kept safe. They say that there is very little bullying or name calling, but if it does happen it is resolved very quickly by staff. One summed up their views by commenting that, 'Adults help me like my family would.'
- Pupils are very aware of how to keep themselves safe when using the internet. They know what to do if they encounter cyber bullying and are knowledgeable about the possible dangers of using social media sites. Even the youngest pupils have a very strong understanding of how to avoid danger. In the Nursery, they explain clearly why rules are sometimes needed for their own safety.
- Older pupils are very knowledgeable about how to stay safe in the local community. Discussions on subjects such as gang culture make sure that pupils have the skills needed to make informed choices when confronted with potential dangers in later life.

The quality of teaching is outstanding

- The teaching of literacy, reading and mathematics is highly effective. Teachers have excellent subject knowledge and they very skilfully introduce new concepts to pupils. They ensure that pupils understand what they have done well and where they have made mistakes, so that they can improve next time.
- Teachers give a particularly high priority to the teaching of phonics (letters and the sounds that they represent), grammar, spelling and letter formation. This ensures that pupils read and write very competently across the academy. In mathematics, teachers continually reinforce learning by, for example, giving pupils many opportunities to apply their knowledge to solve problems or to carry out investigations.
- Teachers plan work carefully to ensure that it motivates and engages pupils. Pupils are very clear that, as one commented, 'Teachers make learning fun!' Teachers manage pupils' behaviour extremely well, expecting pupils to work hard and to do their best all the time. This helps pupils to develop a love of learning and to work without fear of failure.
- Teachers ensure that work challenges pupils, so that all can learn very quickly. Consequently, the most able achieve extremely well. Teachers assess their learning regularly and add challenge if they see that

pupils have grasped a task and are ready to move on. The needs of disabled pupils and those who have special educational needs are also met highly effectively. Work is tailored closely to their needs and helps them to develop new skills rapidly.

- Teaching takes excellent account of the needs of pupils who speak English as an additional language. When teachers are introducing new vocabulary, they check that it is fully understood so that pupils can take a full part in all activities.
- Specialist teachers in subjects such as music and French have a very positive effect on learning. Skilled teaching assistants also play a key part in pupils' excellent achievement. They are well trained and work extremely closely with teachers to plan work and to assess pupils' learning.
- Most parents are pleased with the quality of teaching. Although some would like more homework, pupils feel it is 'about right'. Inspectors found that most homework is interesting and engaging and effectively builds on what pupils have learnt in class.

The achievement of pupils

is outstanding

- Pupils achieve extremely well and make outstanding progress in all year groups. Their attainment has risen very quickly since the academy opened, and by the end of both Year 2 and Year 6 it is above average. In the current Year 6, around two thirds of pupils are already working at levels which are at least two years above those expected for their age.
- In both Key Stages 1 and 2, pupils' work in different subjects, including literacy and numeracy, builds extremely well on the excellent start pupils make in early years provision. Grammar, spelling and punctuation are taught highly effectively across the academy. Consequently, the academy exceeds the national average in the phonic screening at the end of Year 1, with most pupils reaching or exceeding the expected level.
- By Year 6, pupils read very confidently and use a range of texts to carry out research. Across the academy, pupils frequently write at length in a range of subjects. Pupils are eager to write because their imaginations are fired by exciting teaching. In mathematics, pupils have highly developed skills. They solve complex problems using a range of strategies that successfully demonstrate the depth of their understanding.
- The academy very successfully promotes equality of opportunity by ensuring that all groups achieve extremely well. The most able pupils make outstanding progress. They are encouraged to push themselves all the time. They respond enthusiastically to this and achieve very well.
- Disabled pupils and those with special educational needs also achieve exceptionally well. The special educational needs team works extremely closely with external specialists and class teachers to ensure the needs of these pupils are exceedingly well met through timely and high quality support.
- The academy's work to help disadvantaged pupils who receive additional support through the pupil premium is exemplary. In national tests at the end of Year 6, in 2014, these pupils were working around a term behind their classmates in reading, writing and mathematics. However, when compared with all pupils nationally they were outperforming them by around a term in mathematics and attaining at similar levels in reading and writing. Gaps, therefore, are closing rapidly.
- Pupils who speak English as an additional language or those from different ethnic groups all achieve exceptionally well. They make rapid progress in improving their speaking skills. Their attainment in reading, writing and mathematics is at least as high as others by the end of Year 6.

The early years provision

is outstanding

- Excellent leadership has secured extremely rapid improvement in early years provision since the academy opened. Children's attainment has risen sharply over the last two years and is now above average by the end of the Reception year in all areas of learning. Children are prepared exceptionally well, both socially and academically, for life in Year 1.
- Many children entering the Nursery or Reception Year have levels of knowledge and understanding which are below those typical for their age. Children make very strong progress from these starting points because they are taught exceptionally well.
- Teachers and other adults work very well as a team. Adults meet differing needs extremely effectively because they are constantly assessing children's learning and then adjusting work to take account of this. They give children calm and sensitive support when they need help. In the Nursery, children quickly get used to the class routines. They start the day happily and productively, meeting friends and settling down

to their activities without fuss.

- The progress made by children who are disabled or who have special educational needs is outstanding. Support from a speech and language therapist is used highly effectively where needed to improve children's speaking skills. The most-able children are also well provided for and they improve skills very quickly.
- The small number of children who are in the early stages of learning to speak English as an additional language are very well supported. Adults give them plentiful opportunity to talk about what they are doing and they check that they understand instructions so that they can take a full part in all activities.
- The extremely imaginatively resourced outdoor area is used very effectively to extend learning. Work builds well on children's natural curiosity and very successfully promotes their spiritual, moral, social and cultural development. Children happily explore the world around them by growing plants or celebrating festivals. They quickly learn the importance of being kind and caring and the importance of 'rules'.
- Children's behaviour is excellent because all staff are consistently reminding children what is expected. As a result, children develop good manners and work together extremely well. They tidy up at the end of sessions without fuss and very quickly settle to their work.
- Children say that they feel very safe. Adults work together closely to ensure that this is the case. They teach children to take responsibility for their own safety when, for instance, using resources or climbing outside.
- The early years leader is a highly skilled practitioner. She has very high expectations and has raised attainment and the quality of teaching very quickly. She makes sure that staff are very knowledgeable about individual children and curriculum, and helps them all to feel valued members of the early years team.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139640
Local authority	Croydon
Inspection number	450106

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair	Nigel Rata
Principal	Kate Magliocco (Executive Principal), Allison Morris (Head of Academy)
Date of previous school inspection	Not previously inspected
Telephone number	020 8660 2714
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