

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
enquiries@ofsted.gov.uk  
www.ofsted.gov.uk



17 October 2015

Mrs Carol-Anne Alcock  
Harris Academy Peckham  
112 Peckham Road  
London  
SE15 5DZ

Dear Mrs Alcock

### **Short inspection of Harris Academy Peckham**

Following my visit with Helen Matthews, Her Majesty's Inspector, to the school on 30 September 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2011.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

Since joining the school in September 2013, you have strengthened and developed many areas of the school. You have provided a clear vision for the school and all members of the school community understand the expectations of the academy. Leaders and staff promote a culture of aspiration underpinned by high expectations of conduct and behaviour. You are right to be proud of the many positive changes made under your tenure and the transformation of the school continues.

The atmosphere in the school during lessons is calm and ordered. In general, pupils conduct themselves well and are dressed smartly. Leaders deal with the small number of incidents of errant behaviour swiftly and effectively. Leaders ensure that policies and procedures for both rewards and sanctions are enforced consistently.

Leaders have successfully addressed the areas for improvement identified during the inspection in September 2011. Leaders' own evaluation of the school's performance correctly identifies a number of further areas for development. A separate development plan details specific actions relating to these.

You have focused on improving teaching, learning and assessment. More detailed systems for monitoring teaching and bespoke training for staff help support this. Assessment is methodical and a range of different processes exist in order to validate information. The recent appointment of coordinators for both literacy and

numeracy will enable the further development of these areas throughout the school. Sixth form pupils help younger pupils to develop confidence with their reading. You need to embed numeracy within lessons, which you recognise as an area for development.

### **Safeguarding is effective.**

All safeguarding arrangements meet statutory requirements. The policy relating to safeguarding and child protection is up to date. This was uploaded to the school's website on the day of the inspection. Staff have received relevant, up-to-date training and are clear about how to report any concerns they may have.

Leaders work effectively with other agencies in keeping children safe. Cases of pupils deemed to be missing from education are suitably pursued. Detailed records relating to the safety of vulnerable pupils are systematically maintained. These are monitored regularly to ensure that actions of the school and others are effective.

Pupils say that the school is a safe place to learn. They can explain how to keep themselves safe in a range of situations, including online and outside of school. Pupils could describe potential dangers such as radicalisation, bullying and child sexual exploitation. The school provides opportunities for them to discuss these issues. Pupils say they know who they can talk to should they have any concerns; they are aware of the member of the leadership team leading this area.

### **Inspection findings**

- Leaders have worked hard to further improve pupils' behaviour. The number of pupils being excluded for a fixed period has fallen significantly, but remains marginally higher than the national average. In the last two years, no pupils have been permanently excluded. The school is forensic in its recording of poor behaviour and detailed analyses identifying trends inform future actions.
- The provision for pupils with special educational needs has been refined to better meet the needs of individuals. Fewer pupils in this group are now excluded but their attendance remains behind that of the school as a whole. This is an area which leaders are continuing to improve. A good range of different mechanisms exist in the school to help pupils in need of specific support.
- A small number of pupils are educated at a range of alternative providers, and some attend the school's own onsite alternative provision. Leaders monitor individual pupils accessing alternative provision appropriately. This includes reviewing their progress, behaviour and attendance. A sizeable proportion have been successfully reintegrated into the main school.

- From their low starting points, many pupils make good progress. Information about pupils currently in the school indicates this is set to improve, but also identifies some inconsistency in the progress made by high-attaining pupils. The proportion of high-attaining pupils in the school is lower than the national average, with around one in 10 falling into this category. Not enough of this group make appropriate progress. Leaders recognise this and are in the process of appointing a coordinator with specific responsibility for the achievement of the most able.
- You have made a number of appointments, including some middle leaders, in the last two years. Middle leaders feel they now play a more integral role in driving the school forwards. Staff value the effective support provided by the multi-academy trust. As well as trust-wide training days, a core team of specialists work closely with the school on a bespoke basis. Middle leaders value the opportunity for moderation and standardisation of work across schools.
- The curriculum has been refined so that pupils get an appropriate and balanced range of subjects. For example, in Key Stage 3, pupils now study both history and geography and learn two languages. This allows for greater flexibility of choice at Key Stage 4, with pupils building on a more solid base of knowledge and learning.
- The sixth form has grown significantly in size since the last inspection. The curriculum offer has been recently expanded to include 13 A level courses. A greater proportion of pupils from within the school now continue into the sixth form. Pupils are provided with appropriate and impartial advice on their options prior to, and upon leaving, the sixth form. Leaders aim to increase capacity in this area to make it even more effective. After they leave school, leaders track the future destinations of pupils methodically. Responses from sixth form pupils support the school's aim of raising aspirations and improving self-confidence.

### **Next steps for the school**

Leaders and governors should ensure that:

- they monitor and evaluate the new sixth form curriculum to meet fully the needs of the growing and changing cohort of pupils
- the new coordinator for the most-able pupils is deployed to have the best impact on the progress of high-ability pupils.

Yours sincerely

Sai Patel  
**Her Majesty's Inspector**

## **Information about the inspection**

Inspectors met with you, other senior leaders, middle leaders and teachers. They met with a member of the governing body who also represented the multi-academy trust. Inspectors scrutinised a range of documentation, including the school's evaluation of its own performance, minutes of meetings, information on the progress of pupils and the single central record. Inspectors interviewed two groups of pupils and spoke to them informally at other times during the inspection. Inspectors visited a number of lessons to gather evidence on particular strands of teaching, learning and assessment.