

Harris Academy Beckenham

Manor Way, Beckenham, Kent BR3 3SJ

Inspection dates

6–7 June 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The executive principal's leadership and ambitious vision have ensured that the school is thriving and that outcomes for pupils are outstanding.
- Leaders at all levels in the school are aspirational for their pupils. They are determined that pupils will enjoy learning and achieve academic success.
- Governors set high standards and challenge leaders to meet ambitious targets for pupils' examination results.
- Teaching, learning and assessment are outstanding. There is a remarkable degree of consistency in teaching across subjects, which has a strong positive impact on pupils' learning and progress.
- Teachers have excellent questioning skills. They plan activities which enable pupils to deepen their understanding, so that they can make rapid progress when teachers introduce new concepts.
- The school's focus on writing, oracy and reading development has a strong impact on pupils' personal development and outcomes. It extends pupils' range of vocabulary and speaking skills and so improves pupils' self-confidence.
- Pupils' behaviour is outstanding. Their conduct is exemplary and contributes to a mature learning environment.
- Pupils' attendance is above the national average and continues to improve. Pupils enjoy coming to school and this high attendance helps pupils to make excellent progress.
- Pupils' personal development and welfare are outstanding. Pupils have a deep understanding of respect and tolerance and British values. Not all pupils participate in extra-curricular activities.
- The most able pupils, in all year groups, have benefited from the Harris experience. Pupils participate in a range of activities, including visits to Russell Group universities and a range of employers.
- Pupils' progress is outstanding across a range of subjects and for all groups of pupils. Pupils' attainment is well above the national average.
- Sixth-form students make strong progress in academic and vocational courses. Effective guidance and support ensure that all students study appropriate courses to achieve success. Students do not always participate in enrichment activities.
- Safeguarding is effective.

Full report

What does the school need to do to improve further?

- Improve pupils' personal development by ensuring that all pupils, including sixth-form students, participate more regularly in the wide range of enrichment activities on offer.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The executive principal's outstanding leadership and vision have ensured that the school has improved steadily over time. Her determination, skill and belief in her pupils and staff have ensured that everyone works together to ensure the best possible outcomes for pupils.
- Senior leaders share the vision and philosophy of the executive principal. They have a perfect understanding of their role, set high standards for their teams and hold them to account for pupils' progress.
- Leadership at all levels in the school is strong. Support staff are clear that the school has improved out of all recognition since it became an academy. They are proud to be part of the change, are motivated and have a conscientious approach.
- The leadership of teaching is outstanding. Training, support and coaching for teachers are carefully planned to strengthen individuals' teaching skills and to support the school improvement priorities. The impact of training programmes is clear in the consistency of teaching across the school, teachers' questioning skills and the quality of pupils' work. Newly qualified teachers are well supported.
- Staff performance management is used successfully to drive improvement in key areas over time. Over recent years, this has focused on improving the outcomes for pupils who have special educational needs and/or disabilities and disadvantaged pupils. The school's work to support these groups of pupils, using the appropriate funding, is highly effective and is reflected in pupils' outcomes.
- School leaders have developed a well-designed curriculum, with a strong focus on English and mathematics and a range of bespoke support to meet the needs of all pupils. Leaders are committed to enabling pupils to become well-rounded individuals. British values are taught explicitly through the innovation days and pupils' spiritual, moral, social and cultural development is promoted effectively.

Governance of the school

- Governors are highly ambitious for the school. They give extensive support to school leaders and robust challenge which has seen the school improve since it became a member of the Harris Federation. Governors have a strong vision for the future of the academy in the new building and the further expansion of the sixth form.
- Governors bring a broad range of skills to their roles, visit regularly and support events. Governors' training is well planned and up to date. They are safer-recruitment trained and have strong oversight of spending for pupils who have special educational needs and/or disabilities and disadvantaged pupils. Governors set robust performance management targets for the principal and review scrupulously pay recommendations for staff.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders make sure that safeguarding practice follows policies and meets the needs of pupils to keep them safe. Reporting systems are well understood by staff and are effective. The record of staff vetting checks is kept well.
- Leaders correctly identify the current risks to pupils through the internet and social media. Pupils have been taught about keeping themselves safe online in form time and in information and communication technology (ICT) classes. They say that this helps them stay safe.

Quality of teaching, learning and assessment

Outstanding

- Teachers know their pupils well and plan challenging activities which meet the needs of all groups of pupils and enable them to make outstanding progress.
- Relationships between teachers and pupils are strong. This has a positive impact on pupils' learning and progress. Pupils are highly motivated and are encouraged to become resilient, successful learners.
- Teachers give pupils a range of opportunities to consolidate their knowledge of concepts and skills. These are revisited and any misconceptions are carefully explained to pupils. This deepens pupils' learning, so that their understanding of basic knowledge is very secure. As a result, when teachers introduce new information, pupils make very rapid progress.
- The school's culture of aspiration and ambition is clearly demonstrated in classes. Teachers are aspirational for their pupils and set high expectations for them. Pupils respond positively. They are determined to do their best and are confident about meeting ambitious targets set by their teachers.
- Teachers have strong questioning skills; they use a range of questioning techniques to deepen pupils' learning. Teachers skilfully bring other pupils into the question-and-answer conversation. This facilitates discussion between pupils and enables pupils to challenge each other's understanding and interpretation.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school's learning ethos of resourcefulness, reciprocity, resilience and reflectiveness has a strong impact on pupils' personal development. Pupils develop these characteristics through the tutor programme and the curriculum. School leaders provide a range of opportunities for pupils to develop their leadership skills.
- The school's focus on writing, oracy and reading enables pupils to develop their range of vocabulary and ability to hold and sustain an argument. This enables pupils to develop into confident, articulate young people.

- Pupils have a clear understanding of British values. They can discuss these confidently and understand how these contribute to the school's commitment to diversity and equality. This year, the school's innovation days are being used to deepen pupils' understanding and knowledge of these values. Pupils enjoy these days and were keen to talk to inspectors about them.
- Pupils who attend Harris Aspire, the alternative provision, are well cared for. They study a range of GCSEs and often go on to other sixth forms or return to their home-school sixth form. The Aspire programme supports their learning and development and is quality assured by academy staff.
- Bullying is very rare. Pupils say that it is dealt with swiftly and that staff always help and support them if required.

Behaviour

- The behaviour of pupils is outstanding. Pupils behave very well in classes because teachers' high expectations, combined with interesting, well-planned activities, enable pupils to concentrate for long periods of time. Pupils' excellent behaviour has a positive impact on their learning.
- Pupils' conduct around the school is exemplary and the school is a calm and orderly environment. Pupils respond well to adults' instructions and are respectful of adults and each other. There is a pleasant, mature atmosphere in the dining hall; pupils get on well and noise levels are low. Pupils are self-aware, think about others and self-manage their behaviour.
- Pupils enjoy coming to school. Pupils' overall attendance has risen year on year and is now consistently above the national figure. The attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities has also improved. The persistence absence of pupils, including the persistent absence of these groups, is below the national average.
- Exclusions have reduced year on year. This year, the total number of exclusions and the proportion of pupils excluded more than once have dropped further and are now below the national average.

Outcomes for pupils

Outstanding

- In 2016, pupils made outstanding progress overall and their results put them in the highest 2% of schools nationally. Pupils' progress was highly consistent across English, mathematics and science and the range of optional subjects.
- For pupils currently in the school, work in pupils' books and pupils' progress information show that the proportion of pupils making strong progress is consistently high. This is as a result of consistently high standards of teaching, learning and assessment.
- The 2016 cohort was the last cohort containing only boys in the school. The current

Year 11 and other year groups include girls, although the proportion of girls is variable. Girls are making outstanding progress and achieving high grades. They are ambitious and are well supported by their teachers. Teachers make sure that girls' participation is high and as a result, girls are making outstanding progress and achieving high grades.

- The most able pupils, including the most able disadvantaged pupils, are now making progress which is significantly above average.
- Pupils' communication and numeracy skills are developed effectively across a range of subjects as well as in English and mathematics. For example, pupils use features of language such as metaphor and simile in their writing in history and geography.
- Pupils who have special educational needs and/or disabilities are increasingly well supported by teaching assistants. Pupils' progress information shows that this group of pupils are now making better progress and this is exhibited by work in books.
- Pupils are very well prepared for the next stage of their education because of the strong aspirational ethos promoted by leaders and effective careers guidance programmes.

16 to 19 study programmes

Outstanding

- Students make outstanding progress in the sixth form. In 2016, students' progress on academic courses was well above the national average across a range of subjects. Disadvantaged students made better progress than non-disadvantaged students nationally and within the academy.
- Students make excellent progress in vocational courses. The support and guidance they receive from teachers enable them to meet the highest standards, with a high proportion of students achieving distinction grades.
- The small number of students without GCSEs in English and mathematics are supported effectively to attain these qualifications. The proportion of students achieving these qualifications is well above the national figures.
- Students' excellent outcomes are as a result of consistently strong teaching, with the same high level of consistency across subjects as in the main school. Teachers skilfully facilitate discussion among students focusing on key ideas, challenging different points of view and enabling students to explore a concept in depth.
- Leadership of the sixth form is highly effective. The sixth form is small but growing. Leaders have developed a strong induction programme. Leaders consider all applicants for the sixth form as individuals and so the guidance on course choice is personalised and flexible. Students are guided to reflect on choices throughout the induction period, so that everyone is confident that they are studying the right courses to meet their aspirations. As a result, students continue studying courses and so course retention figures are high.
- Careers education and guidance are highly effective. Students feel well prepared for the next stage of their education and a high proportion move on to university, including Russell Group universities. The Harris Experience Advanced programme supports students to turn their aspirations of applying to top universities into reality.
- Students benefit from a broad enrichment programme offered by the school in

conjunction with the Harris sixth form. However, participation rates are not always consistently high and some students miss out on the opportunities offered to support their personal development.

School details

Unique reference number	137121
Local authority	Bromley
Inspection number	10023766

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,048
Of which, number on roll in 16 to 19 study programmes	130
Appropriate authority	The governing body
Chair	Karl Hoods
Principal	Rebecca Hickey
Telephone number	020 8650 8694
Website	www.harrisbeckenham.org.uk
Email address	r.hickey@harrisbeckenham.org.uk
Date of previous inspection	3 July 2013

Information about this school

- Harris Academy Beckenham is a sponsor-led academy in the London Borough of Bromley. It is a member of the Harris Federation multi-academy trust.
- The school currently has 1,048 pupils on roll including 130 in the sixth form.
- The school is currently housed in the buildings of the previous school. A new school is being built on the present site and is due to open in September 2017.
- The school uses alternative provision within the Harris Federation. This is Harris Aspire and is located in Beckenham. Eight pupils currently attend this provision.

- The proportion of pupils eligible for pupil premium funding is higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is broadly in line with the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is broadly in line with the national average
- The proportion of pupils who speak English as an additional language is higher than average.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- Inspectors observed pupils' learning in all year groups. Some visits to classes were made jointly with the executive principal and other senior leaders.
- Five groups of pupils spoke with inspectors about their views of the school and inspectors talked informally with pupils in classes and at break- and lunchtime. There were no responses to the pupil survey.
- Inspectors looked at pupils' work in books when visiting classes and scrutinised a selection of pupils' books to see how well pupils are learning and what impact this has on their progress.
- An inspector visited the school's alternative provision, Harris Aspire, to see how pupils are learning.
- Meetings were held with governors, including the chair and the vice-chair. A meeting was held with the chief executive officer of the Harris Federation.
- Inspectors met with the executive principal, the head of school and other senior and middle leaders to discuss the impact of their work.
- Newly qualified teachers and support staff met with inspectors to discuss their views of the school and how school leaders support them in their roles.
- Inspector scrutinised school documents, including the school's own self-evaluation, records of pupils' progress, behaviour and attendance, minutes of governors' meetings and safeguarding records.
- Inspectors took account of the 69 responses to the online staff survey.
- Inspectors considered the 82 responses to the Ofsted online questionnaire, Parent View and an email from a parent. The lead inspector met with three representatives of the parent forum.

Inspection team

Janet Hallett, lead inspector	Her Majesty's Inspector
Niall Gallagher	Ofsted Inspector
Annie Gammon	Ofsted Inspector
Colin Mackinlay	Ofsted Inspector
Ogugua Okolo-Angus	Ofsted Inspector
David Plumeridge	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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