

Harris Academy Tottenham

Ashley Road, Tottenham Hale, London N17 9LN

Inspection dates

9–10 May 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
Early years provision	Outstanding
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- The principal and her team have an astute insight into the characteristics of a highly effective school. They are committed to ensuring that pupils thrive in an environment where learning is the business of the day.
- The school is exceptionally well led and managed. Governors and trustees monitor the school's performance with rigour.
- Teaching is very well planned in order to meet the needs of different pupil groups, including the most able.
- Pupils who are disadvantaged make rapid progress and some outperform their peers. Some of the disadvantaged pupils who are also the most able have the potential to make even more rapid progress.
- Pupils who have special educational needs and/or disabilities achieve well from their individual starting points.
- Pupils behave very well, both in lessons and when moving around the school. Working relationships with teachers are strong.
- Pupils feel safe and arrangements to ensure their safety are robust. They are taught exceptionally well about how to keep themselves safe.
- Pupils' social, moral, spiritual and cultural development is a strength of the school. Pupils have high aspirations for their future. Fundamental British values are strongly embedded through a broad and balanced curriculum.
- The school's middle leaders are knowledgeable and some are new to this role. They receive valuable support from the federation.
- The early years provision is outstanding. Children are happy and make rapid progress due to the excellent teaching they experience.
- The sixth-form provision is excellent. Students achieve well and aim high.
- The Harris Federation provides excellent support and guidance that maintains high standards in the school.

Full report

What does the school need to do to improve further?

- Ensure that the good level of support provided to recently appointed middle leaders continues and provides them with a wide range of leadership experience.
- Provide an even greater degree of stretch and challenge for the most able disadvantaged pupils.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The principal and the two vice-principals have a thorough understanding of what makes a highly effective school. They have ensured that the school's aims are clearly communicated and shared by pupils, members of staff, parents and governors. Parents who responded to Ofsted's online questionnaire, Parent View, are overwhelmingly supportive of the school's leaders and what they achieve. One parent wrote, 'I love this school! My daughter is loved and nurtured, as well as academically enriched. This is her third year and she loves going to school!'
- Systems used by the school's leaders to plan for school improvement are well established and ensure strong accountability of leadership at all levels.
- The school improvement plan identifies the correct priorities for further development. Inspectors agreed with the school's judgements of its own effectiveness.
- The school's leaders have created a culture which is firmly underpinned by the school's values: 'Endeavour, enjoy and excel.'
- The curriculum is broad, balanced and serves the needs of the pupils extremely well with an emphasis on science, technology, engineering and mathematics (STEM) subjects. The curriculum has been designed with the local area and local employers in mind. Extra-curricular activities are plentiful, and pupils' participation is monitored by different groups to ensure that no particular group is disadvantaged.
- Teaching is led particularly well. Senior leaders have trained many of the teachers themselves so that when the school expands in size, high-quality teaching is provided by 'home-grown talent'.
- The quality of teaching is regularly evaluated by senior leaders through observations of pupils' learning, their books and information gathered on their progress. Inspectors agreed with senior leaders' evaluation of teaching.
- Additional funding received by the school is used well to improve outcomes for pupils. The impact of the pupil premium funding to target disadvantaged pupils' achievement is evaluated annually. This ensures that only the most effective support strategies are used. These pupils make strong progress due to the quality of the interventions put in place. Equally, the Year 7 catch-up funding is used effectively to improve eligible pupils' weaker literacy and numeracy skills. This means they are able to regain lost ground and better access their learning across the curriculum.
- Additional funding for pupils who have special educational needs/and or disabilities is used effectively to secure their good progress.
- The physical education and sport premium funding is also put to very good use. Part of the fund has been successfully used to employ a specialist member of staff. As a result, a very large number of pupils participate in a wide range of activities. This helps them develop their sporting expertise and stay healthy.
- Teaching is carefully monitored and managed well. Training needs are identified through effective performance management arrangements. Teaching teams meet regularly after school every Monday, and there is a comprehensive whole-school staff

training programme every Tuesday. This enables teachers to discuss effective strategies that ensure pupils make strong progress.

- The school promotes pupils' spiritual, moral, social and cultural development very well. Fundamental British values are known and modelled by members of the school community. Equal opportunities are promoted throughout school. Pupils have a good understanding of people's differences, including those who have protected characteristics. The staff profile at the school represents a wide range of different faiths and cultures, and this provides pupils with inspiring role models.
- The school communicates well with parents and reports regularly on their child's progress, as well as their effort and attendance.
- The Harris Federation robustly holds the school's senior leaders to account. It provides high-quality support to the school through the use of specialist advisers and consultants.
- Middle leaders are keen, committed and knowledgeable individuals. Because many have been appointed to their role more recently, they receive good-quality support from the Harris Federation to ensure that they gain the necessary experience as their role develops.

Governance

- The quality of governance is excellent. Governors demonstrate an in-depth knowledge of what constitutes an effective and efficient provider.
- Governors hold the school's senior leaders to account extremely well. Targets set for their performance are challenging and their progression up the pay scale is directly linked to how well they work towards achieving their identified goals.
- School policies are reviewed regularly and are fully up to date. Governors check how effectively these policies are implemented through their regular meetings and by asking challenging questions about what they read in the principal's termly report.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a suitable safeguarding policy published on its website which is also available to parents as a hard copy on request. The policy takes account of the Secretary of State's latest guidance 'Keeping children safe in education' (2016).
- The school does its utmost to keep pupils safe. This is particularly important as a substantial amount of building work is currently under way, with all specialist provision to be completed by September 2017 and the sports provision in 2018. The single central record of recruitment checks on staff suitability to work in the school meets requirements.
- The designated safeguarding leads have received up-to-date training. All staff employed at the school receive regular training in the safeguarding of children and young adults.

- Staff have also been provided with up-to-date training on the government's 'Prevent' duty. This aims to prevent young people from being drawn into terrorist activity or becoming the victims of radicalisation.
- Records relating to vulnerable pupils and students are well maintained, and record all actions taken with details of how issues have been resolved.
- The school operates within a culture of vigilance. Staff are suitably trained to recognise any signs of abuse and neglect.

Quality of teaching, learning and assessment

Outstanding

- Teachers have excellent subject knowledge. Their enthusiasm for their subject is infectious, and this motivates pupils to want to achieve well. Teachers have high aspirations.
- Teachers have high expectations of what pupils can achieve and how they expect them to behave. Pupils typically respond to these expectations well. Pupils have great respect for their teachers.
- Planning for pupils' learning is very well considered. Teachers have a good understanding of the different abilities of pupils in their class. They plan lessons meticulously so that pupils of all abilities are stretched and challenged. This means that the progress made by pupils is consistently strong.
- Teachers' skilful questioning ensures that pupils understand what they are being taught and deepen their knowledge. Teachers help pupils to learn from their mistakes and make improvements the next time they attempt a task.
- The quality of teaching in both the primary and the secondary phase is of an equally high quality. Teachers have a very good understanding of the needs of the pupils they teach.
- Pupils' progress is routinely measured as they move through the school. Younger pupils are assessed against a list of age-related expectations for specific subjects. Pupils in key stage 3 complete regular formal assessments which are checked, and the outcomes are standardised across all the Harris Federation academies. The results of individual assessments are converted to the GCSE grade which the pupil is thought likely to achieve if they maintain their current rate of progress. This motivates them to try hard and aim for their goals.
- Reading is taught well across the school. Pupils are provided with many opportunities to read aloud in lessons and are expected to have access to a reading book on a daily basis. The 'drop everything and read' initiative at the start of each day successfully develops pupils' literacy skills, because pupils are grouped for these sessions according to their ability. They take every opportunity to discuss what they are reading, including the meaning of key words. This broadens their range of vocabulary.
- Teaching assistants play a key role in the classroom. They work collaboratively with the teacher to ensure that pupils who need additional support receive it, but are still encouraged to think for themselves. Inspectors observed teaching assistants providing pupils with appropriate degrees of stretch and challenge.

- Teachers' checks of pupils' progress are recorded on the front of pupils' exercise books. This keeps them informed about their progress.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils from a range of year groups told inspectors that they feel safe in school. A strong staff presence ensures that pupils can play safely during morning and lunchtime break, in what is currently a restricted environment. Pupils are eagerly awaiting the completion of the new school building which offers an extensive space for sport and recreation.
- Staff are present at the start and end of the school day to greet pupils at the gates and to ensure that they leave swiftly. Pupils in all year groups told inspectors they appreciate the fact that teachers often accompany them at the start of their journey home, beyond the school boundary.
- Pupils have an in-depth understanding of the risks associated with the use of the internet and social networking sites. The school trains pupils to become 'E-cadets' who promote safe use of the internet. Links with the police are positive and leaders make effective use of a police community service officer who is in regular contact with the school.
- Bullying is not tolerated at the school. One pupil told inspectors that, if you considered bullying anyone, 'you would be in big trouble'. Pupils understand the difference between bullying someone and what might be deemed a 'petty squabble'. They are confident that should any bullying be reported it would be dealt with quickly and effectively by members of staff.
- The school has appropriate risk assessments in place to keep pupils safe both when in the school and when participating in excursions. Any pupils who experience problems of a personal nature know they are able to speak to a member of staff. The vertical tutoring system encourages pupils to work collaboratively across year groups and offers older pupils opportunities to be good role models to their younger peers. During these sessions, older pupils model positive attitudes and set a good example to their younger peers.
- Pupils receive a high-quality induction when joining the school and receive good guidance when making their choices for key stage 4. Careers guidance is well established in the curriculum.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave very well in lessons. They show consideration towards each other's views and are typically receptive to one another's ideas. Low-level disruption is rare across all year groups.

- Pupils in the primary phase behave well and respond positively to teachers' expectations. Pupils in the secondary phase model good behaviour and set an excellent example to their younger peers.
- Pupils arrive to their lessons on time, well equipped and ready to start work. They are expected to line up in classes at the end of break, so that they can move to their lessons quickly and start their learning.
- Incidents of exclusions from school are few, and only take place when the school has exhausted all its other options.
- Pupils across the school attend school regularly. Their attendance is above the national average. Pupils in both the primary and secondary phases understand the importance of high attendance and how this links to making excellent progress.

Outcomes for pupils

Outstanding

- Pupils' progress throughout the school is strong and sustained over time. This is because the teaching they experience is very effective and underpinned by high expectations. Teachers rightly believe that every pupil has the right to learn in an environment that is geared towards securing the best outcomes.
- Inspectors' scrutiny of pupils' books and of school performance data shows that disadvantaged pupils achieve particularly well. The differences between their outcomes and other pupils nationally are minimal. Indeed, in some year groups, they outperform their non-disadvantaged classmates.
- The most able pupils also make strong progress. This is because they are identified quickly, monitored regularly and provided with work which is suitably challenging. Teachers plan for their needs well and target them skilfully through searching questioning and work that is suitably demanding in nature. This is usually the case for the most able disadvantaged pupils. However, they could be stretched and challenged even more.
- Pupils who have special educational needs and/or disabilities achieve very well from their individual starting points. Teaching assistants receive bespoke training with individual pupils' needs in mind. Inspection evidence shows that these pupils are exceptionally well supported and that a broad range of well-targeted interventions are put in place.
- In the phonics (letters and the sounds they represent) screening check in 2016, pupils achieved above the expected standard compared with all pupils nationally. Girls performed exceptionally well.
- Inspectors' scrutiny of pupils' work across a wide range of subjects in the primary and secondary phases supports the school's view that pupils' progress is rapid. Reading, writing and mathematics are particularly strong at key stage 1.
- Pupils in Years 7, 8 and 9 make sustained progress. This is evidenced through inspectors' scrutiny of the work in their books. They experience teaching that is of a typically high quality.

- Pupils have a love of reading and are encouraged to read widely. This has had a positive impact on the quality of their written work and on their ability to communicate clearly in both written and spoken activities. Younger pupils look forward to their 'mystery reader', usually a parent who comes into school as a surprise to read a story to them.

Early years provision

Outstanding

- The early years provision is a strong feature of the school. Children enter the Reception class with skills that are typically below average for their age. They make rapid progress through the early years as they approach the start of Year 1. This ensures that they are well prepared to embark on the key stage 1 curriculum.
- The number of children who achieved a good level of development in 2015 was well above the national average.
- Teachers' planning in the Reception class is thorough. Record-keeping is detailed. Teachers and teaching assistants work well together and maintain excellent relationships and communication with parents. Parents are invited to visit the provision every half-term to review their children's learning journals and to make a written comment. This ensures that they play a key role in their children's progress. Well-considered workshops are also arranged to inform parents in detail about what their child is being taught and how they can support them at home. Phonics is taught particularly well, which develops children's literacy skills.
- Children are exposed to a wide variety of activities, some of which are tailored to suit their ethnic heritages. Children recently celebrated an international day in February 2017 on which they dressed up in traditional clothing and sampled different types of food.
- Leadership of the early years provision is effective in securing high-quality teaching and learning which meets the needs of different groups of children. The Harris Federation provides an appropriate level of guidance and support. Inspectors' scrutiny of children's learning journals reflects the strong progress children make over time from accurately assessed starting points.
- Children interact with each other well when at play and they are encouraged to demonstrate good manners and develop their social skills. The early years provision offers a calm environment in which children thrive.
- The outdoor space is exceptionally well resourced. The large space enables children to socialise with one another and to use their creative and investigative skills. The most able children were observed writing words and using speech marks. Children who have special educational needs and/or disabilities make strong progress and this is evidenced in their portfolios.
- The children are kept safe in a friendly and welcoming learning environment. Staff are up to date with safeguarding training and there are sufficient staff who are suitably trained in administering first aid.

16 to 19 study programmes

Outstanding

- The very small number of students in the sixth form (Year 12), which opened in 2016, achieve well from their starting points. The school has chosen to offer an academic curriculum in preparation for the next stage of their educational career.
- Students are happy in the sixth form and feel safe. They told inspectors that they receive excellent support and guidance. They demonstrate positive attitudes towards their studies. Students are proud of their school and act as excellent role models to their younger peers.
- The curriculum offer is limited at this stage due to the small numbers, but includes chemistry, biology, mathematics, English literature, geography, religious studies and psychology. Further subjects have been planned for the next academic year when the sixth form is set to expand significantly. The numbers who have expressed an interest in joining the sixth form are impressive.
- A comprehensive independent careers guidance programme ensures that students make appropriate choices and receive excellent support in considering their next steps. Students' learning experiences are also developed through their attending sessions at a selective Harris Federation sixth-form academy, and by attending conferences run by external organisations. Nearly all aspire to pursue their studies at university.
- Excellent teaching in the sixth form is effectively targeted to meet students' individual needs well. This ensures that they make rapid progress. There is a comprehensive study skills programme in place to ensure a smooth transition from Year 11 to Year 12.
- Students who are following courses to resit GCSE English and/or mathematics are well prepared to be successful on their second attempt. This view is supported through inspectors' scrutiny of students' work.
- Leadership of the sixth form is highly effective in creating a learning environment which deepens students' knowledge and understanding. Leaders have accurate systems in place to monitor, evaluate and review the effectiveness of the provision.
- Systems to measure students' progress are common to all the Harris Federation academies. This ensures a standardised approach to assessment.

School details

Unique reference number	140935
Local authority	Haringey
Inspection number	10031676

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

Type of school	All-through
School category	Academy free school
Age range of pupils	4–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	423
Of which, number on roll in 16 to 19 study programmes	10
Appropriate authority	Academy trust
Chair	Robert Tolhurst
Principal	Lisa Kattenhorn
Telephone number	0203 772 4243
Website	www.harristottenham.org.uk
Email address	info@harristottenham.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- 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.
- The school is part of the Harris Federation. The school opened in September 2014 and initially operated from another of the Harris Federation schools in Stratford, East London. The school relocated to its new site a year later, and a building project is due to be completed in time for the 2017/18 academic year.

- The school currently admits children in the Reception Year, and pupils in Years 1, 2, 7, 8 and 9, as well as a small number of students in Year 12.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average. The proportion of pupils with a statement of special educational needs or who have an education, health and care plan is below average.
- An above-average proportion of pupils are from minority ethnic groups, including Black Caribbean and White European.

Information about this inspection

- This inspection was conducted with one day's notice.
- Inspectors observed learning in all year groups and across a range of subjects. Some of these observations were conducted jointly with senior leaders. Inspectors also looked at a range of pupils' folders and books.
- Meetings were held with the principal and other senior leaders, managers, the chief executive officer of the Harris Federation, two governors and three groups of pupils. A telephone discussion was also conducted with the chair of the governing body.
- Inspectors scrutinised school improvement documents; policies; information on progress; records of the quality of teaching, learning and assessment; and information on pupils' behaviour and attendance.
- Inspectors considered 35 responses to Parent View and 14 responses to the staff questionnaire. Inspectors also met with parents at the end of the school day and considered the content of a letter submitted by a parent.

Inspection team

John Daniell, lead inspector	Her Majesty's Inspector
Shaun Dodds	Ofsted Inspector
Angela Trigg	Ofsted Inspector
Gill Bal	Ofsted Inspector

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