

Harris Academy Battersea

401 Battersea Park Road, London SW11 5AP

Inspection dates

31 January–1 February 2018

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	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- The principal's outstanding leadership and unwavering commitment to every pupil inspires staff and pupils to have the highest aspirations. Consequently, pupils make outstanding progress from their starting points.
- Senior and middle leaders provide clear direction in their areas of responsibility. Their high-quality leadership of teaching, learning, assessment and pastoral systems is outstanding.
- Governors know the school very well. They provide highly effective support and challenge to school leaders and staff.
- Teachers plan learning activities that meet the needs of pupils exceptionally well. They use their expert subject knowledge and information about pupils' progress very effectively to help pupils learn.
- Pupils of all abilities make very strong progress. Pupils' achievement in English, mathematics, science, modern foreign languages and humanities is especially high.
- Disadvantaged pupils are very well supported. They consistently make excellent progress.
- Provision in the sixth form is outstanding. Students' progress in both academic and vocational subjects is well above average.
- Leaders' strong focus on improving reading contributes to pupils' progress in all subjects. Pupils who join the school with low skills in reading catch up quickly.
- Pupils' behaviour in lessons and around the school is admirable. Pupils are highly self-disciplined, and manage themselves well during breaktime and lunchtime.
- Pupils' personal development is outstanding, and their welfare is given high priority. Staff ensure that pupils are well informed about risks and how to keep themselves safe.
- Leaders are relentless in their efforts to improve pupils' attendance. Most pupils rarely miss school. However, the absence of a small proportion of pupils, particularly those who have special educational needs (SEN) and/or disabilities, remains above the national average.
- The curriculum is wide-ranging, with a strong focus on academic subjects. However, leaders rightly identify that there is scope to further develop creative subjects and extra-curricular activities.

Full report

What does the school need to do to improve further?

- Continue to improve the attendance of pupils who have SEN and/or disabilities.
- Ensure that pupils receive a rich and diverse learning experience through further development in the cultural and creative aspects of the curriculum.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The principal has an absolute conviction that every pupil in the school will succeed. This uncompromising determination ensures an outstanding education for pupils in the school. The strong leadership team and effective governing body ably support him, as do the school's staff.
- Leaders manage teachers' performance well. They set teachers targets that focus on high-quality teaching and outstanding progress for pupils. Senior and middle leaders rigorously check the quality of teaching in the school. They focus staff training on aspects, subjects or individuals where it is most needed. Leaders check that training has the desired impact.
- Leaders thoughtfully target the pupil premium funding to ensure that disadvantaged pupils make the best possible progress and achieve very high standards. The school has a much higher proportion of disadvantaged pupils than other schools nationally.
- Leaders also use the extra literacy and numeracy catch-up funding very well. Pupils who start their secondary education with low starting points receive highly effective support. As a result, these pupils make strong progress in English and mathematics.
- Leaders' use of assessment information is very thorough. Sophisticated systems, which are well understood by staff, ensure meticulous tracking of all pupils' progress. Leaders and teachers quickly spot pupils who fall behind the standard expected of them. Teachers and leaders then rapidly provide extra support so that pupils catch up.
- Teachers are proud to work at the school and morale is high. They appreciate the opportunities provided for professional development, the impact of which is visible in their high-quality teaching. Newly qualified teachers and trainees value the strong leadership and support they receive to become highly effective practitioners.
- The curriculum is broad and balanced, with a focus on subjects that contribute to the English Baccalaureate. As a result, the proportion of pupils achieving the English Baccalaureate at the end of Year 11 is well above average. Extra-curricular activities further enhance the curriculum. These include sport, music and museum trips. Leaders keep the curriculum under constant review. They have identified that pupils would benefit from further development in the cultural and creative aspects of both the formal and extra-curricular provision.
- Leaders ensure that pupils prepare exceptionally well for life in modern Britain. Through workshops, assemblies and in lessons, pupils develop a strong knowledge of how to play an active role in society. This includes how to work with and support others and keep themselves safe.

Governance of the school

- Governance is exceptionally effective. Governors and the regional director from the Harris Federation know the school very well and are fully committed to ensuring that it provides a first-class education for its pupils. They offer incisive support and challenge,

using the high-quality information provided by school leaders and by asking searching questions.

- Governors carry out their duties with diligence. They carefully evaluate the impact of additional funding, including the pupil premium and funding for pupils who have SEN and/or disabilities, to ensure value for money.
- Safeguarding is a clear priority for governors. Governors audit the processes and procedures of the school effectively. Minutes of governing body meetings show that governors regularly discuss and receive updates about safeguarding from school leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- The leadership of safeguarding is strong and meticulous. All policies and procedures are in place, fit for purpose and well understood by staff. Staff receive regular training and updates. As a result, they are knowledgeable and alert to potential dangers pupils face.
- The designated leader for safeguarding has established strong partnerships with other agencies which support pupils with a range of social, emotional and health needs. Record-keeping is thorough and individual cases are reviewed regularly.
- Pupils talk openly about the excellent work that the school does to keep them safe. They know the warning signs to look out for if their friends are experiencing difficulties. Pupils are confident that reporting issues will result in help and support. Parents who responded to both the school's internal survey and Ofsted's online questionnaire, Parent View, confirmed that pupils feel safe in school.
- Leaders ensure that comprehensive risk assessments, procedures and staffing are in place to promote pupils' safety. These cover the whole site, including the area currently leased by external business personnel.

Quality of teaching, learning and assessment

Outstanding

- Teaching, learning and assessment across the school are of a very high quality. This is because teachers and leaders have a shared commitment to providing a first-class education. Consequently, pupils make outstanding progress from their starting points.
- Teachers use their detailed subject knowledge and information about pupils' progress exceptionally well. Their planning is meticulous. Teachers use their expertise to design and deliver learning activities appropriate to the individual needs of pupils, including the most able pupils.
- Teachers ask questions that probe pupils' understanding and make them think hard. This helps pupils to understand and deepen their knowledge. Pupils respond well to teachers' questions and are keen to answer and express their opinions. Teachers choose to inspire pupils to take charge of their own learning.
- Teachers take every opportunity to support and develop pupils' literacy skills. Teachers focus on developing pupils' vocabulary and communication skills. They provide pupils

with extended writing opportunities across the curriculum. Teachers check pupils' understanding of subject-specific words that are new. In lessons, there are regular opportunities for pupils to read and receive support. Teachers ensure that pupils practise to improve their spelling, punctuation and grammar. As a result of this effective practice, pupils gain confidence, understand more complex texts and respond more fully to examination questions.

- Evidence in pupils' books shows that pupils make substantial progress across a range of subjects and year groups because teachers carefully plan the stages of learning. Assessment work shows that teachers prepare pupils exceptionally well for external examinations. As a result, pupils gain the confidence to tackle increasingly difficult topics and questions.
- Strong relationships between teachers and pupils result in a studious atmosphere in lessons. Pupils show tremendous pride in their learning and consistently commit to improving their work in response to teachers' feedback. Pupils present their work neatly and prepare comprehensive revision notes.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have an exceptionally strong grasp of their strengths as learners. They take pride in their work, which demonstrates their determination to achieve academic success. Pupils are articulate and self-assured in lessons and when talking with peers, staff and visitors around the school.
- Leaders cater exceptionally well for pupils' physical and emotional well-being. As a result, pupils benefit from a high level of care from school staff. Pastoral managers provide highly effective support for all aspects of pupils' well-being. Pupils know about the different forms of bullying but say that bullying is very rare. School records support this view. The school is a safe and welcoming place for pupils of all backgrounds.
- The curriculum is carefully planned to ensure that pupils are regularly reminded of potential dangers and how to deal with them. Pupils understand how to keep themselves healthy and safe from potential dangers, including those that might arise when using the internet. For example, pupils told inspectors some of the key rules to stay safe online.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour in lessons and around school is exemplary. Relationships between staff and pupils are highly positive. As a result, learning proceeds without interruption.
- The school is calm throughout the day. Pupils behave maturely at breaktime and lunchtime and are not reliant on direct supervision from staff. The code of conduct, written by pupils, expects that 'I will act with integrity and do the right thing, even when no-one else is looking'. Inspectors found this to be the case.

- Pupils are courteous and polite to adults and each other. They respect the school environment, which is litter free.
- Overall pupils' attendance levels are above the national average. However, attendance of those who have SEN and/or disabilities falls below the national average for all pupils. The school works relentlessly to support these pupils and to remove any barriers to learning. Nevertheless, a small number of pupils continue to be persistently absent. Leaders rightly prioritise improving the attendance of these pupils.

Outcomes for pupils

Outstanding

- As a result of highly effective strategies and an unfailing determination by leaders and staff that every pupil will succeed, outcomes are exceptional for all groups of pupils. 2017 published performance information shows that progress in English, mathematics, science, modern foreign languages and the humanities is significantly above the national average.
- The school's current performance information shows that pupils in all year groups continue to make outstanding progress. Any potential 'dips' in a subject area are quickly identified by leaders and tackled effectively. For example, in 2016, progress of the most able pupils in mathematics was average. Leaders reviewed the quality of provision for this group and took rapid action. The most able pupils in mathematics now make exceptionally strong progress, which is significantly above the national average.
- The progress of disadvantaged pupils, including the most able disadvantaged, matches the outstanding progress of their peers. Progress for this group is significantly above that made by other pupils nationally because teachers have very high expectations of all pupils. Leaders use additional funding effectively to make sure that disadvantaged pupils make the same outstanding progress as other pupils in the school.
- Pupils who speak English as an additional language make excellent progress. The school supports them very well with specialist teaching and tailored support in class.
- The school's focus on literacy is demonstrated both through pupils' extensive writing in books across the curriculum and in the enthusiastic way in which they talk about the books they are reading.
- Pupils who have SEN and/or disabilities make the same outstanding progress as other pupils in the school. This group of pupils receive excellent support. Intervention is well planned and regularly reviewed.
- The comprehensive programme of careers advice and guidance ensures that pupils are very well prepared for their future. The programme, which begins in Year 8, builds over pupils' time at the school, including effective guidance for pupils to make GCSE and post-16 choices that align with their career aspirations.

16 to 19 study programmes

Outstanding

- Leaders in the sixth form are relentless in their pursuit of excellence. Constant monitoring and evaluation of all aspects of the 16 to 19 study programmes ensure that

leaders take quick and effective action to improve the provision. For example, as a result of improved careers information and guidance, retention of students is now well above the national average.

- Teaching is outstanding. As a result, in 2016 and in 2017, students' progress in academic and vocational subjects was significantly above the national average. Attainment is high.
- Students who enter the sixth form without reaching grade 4 in English and/or mathematics learn effectively and make strong progress.
- Sixth-form students' conduct is exemplary and they are excellent role models for younger pupils. Attendance is high, punctuality is excellent and students' work ethic is first class.
- All required elements of the 16 to 19 programmes are delivered in the sixth form, including extra-curricular and enrichment activities. For example, all students in Year 12 complete a work experience placement. In addition, they provide daily reading support to 150 younger pupils.
- Leaders ensure that students receive excellent support through careers information and guidance in order to realise their high aspirations. Most students go on to university, with increasing numbers applying to Russell Group universities.
- Teachers prepare students very well for their next steps. This includes arranging visiting speakers, well-focused work experience, visits to universities and providing help with university applications. The small number of students who do not intend to go to university are equally well supported as they pursue apprenticeship or employment opportunities.

School details

Unique reference number	140985
Local authority	Wandsworth
Inspection number	10043956

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	898
Of which, number on roll in 16 to 19 study programmes	225
Appropriate authority	Board of trustees
Chair	Dorothy Deakin
Principal	David Moody
Telephone number	0207 622 0026
Website	www.harrisbattersea.org.uk
Email address	m.carver@harrisbattersea.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Harris Academy Battersea is a member of the Harris Federation multi-academy trust.
- The school is an averaged-sized secondary school.
- The proportion of pupils eligible for the pupil premium funding is well above the national average.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who have SEN and/or disabilities is in line with the national average.

- The school has a specialist key stage 3 provision, Routes, for pupils who have SEN and or/disabilities. There are currently seven pupils in the provision.
- The school uses Southfields Aspire, which is an alternative provider. One pupil currently attends this provision.
- The school meets the current government floor standards, which are the minimum expectations for pupils' achievement.

Information about this inspection

- The inspection team visited lessons in a range of subjects, some accompanied by school leaders. To evaluate the quality of pupils' learning over time, inspectors also reviewed a wide range of their books.
- Meetings were held with senior and middle leaders to evaluate the impact of their work. Inspectors also held meetings with the regional director and chief executive officer of the Harris Federation, the chair of the governing body, teachers new to the profession, and different groups of pupils and sixth-form students.
- Inspectors evaluated 14 responses to Parent View. There were no responses to Ofsted's pupil survey. Responses to the school's internal surveys of parents and carers, staff and pupils were also considered.
- Inspectors scrutinised a variety of documentation provided by leaders, including internal assessment information for pupils, leaders' self-evaluation, development plans, minutes of governing body meetings, attendance and behaviour information, a variety of school policies, the single central record of recruitment checks and a wide range of other information relating to the safeguarding of pupils.

Inspection team

Carolyn Dickinson, lead inspector	Her Majesty's Inspector
Sophie Cavanagh	Ofsted Inspector
Tim Williams	Ofsted Inspector
David Boyle	Ofsted Inspector
Gerard Strong	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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