

Harris Primary Academy Beckenham

Manor Way, Beckenham, Kent BR3 3SJ

Inspection dates

26–27 June 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
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- The high-calibre, aspirational and driven leadership of the head of academy and executive principal ensures that only the very best will do for every pupil.
- Governors are committed to the school's ethos and are closely involved in the life of the school. They provide strong support and challenge and monitor key aspects of performance.
- The quality of teaching is outstanding. The ambitious and capable staff benefit considerably from a rich culture of continuing professional development.
- As a result of thorough planning, innovative teaching and purposeful assessment, pupils are extremely engaged in their learning and make outstanding progress.
- Phonics is exceptionally well taught and outcomes are consistently high. Pupils quickly develop a love of books and make exceptional progress in reading.
- The curriculum is stimulating and challenging. Pupils develop skills in a breadth of subjects, including Mandarin. Pupils enjoy a variety of visits and extra-curricular activities which support the curriculum.
- In early years, leadership is very effective. High-quality teaching, learning and assessment ensure that children make outstanding progress from their starting points within a nurturing and stimulating environment.
- Behaviour around the school is exemplary. Pupils have very positive attitudes to their learning and enjoy coming to school. Rates of attendance are high.
- Overwhelmingly, parents and carers are exceptionally positive about their children's experience at Harris Primary Academy Beckenham. All agree that their children make excellent progress, and are safe and well cared for.

Full report

What does the school need to do to improve further?

- As the school grows, ensure that the depth of learning and high standards of pupils' work are maintained across all curriculum subjects.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The head of academy, ably supported by the executive principal, leads the school with a determination which ensures that every pupil achieves highly in a nurturing environment. She has a clear vision for the standards that will be reached by all pupils, and how current strengths will be maintained and further improvements brought about. Governors, staff, pupils and parents understand and fully subscribe to this vision.
- Leaders and staff are highly skilled and work very effectively together. They maintain a constant focus on improvement and have an accurate view of the school's strengths and priorities for development. The quality of monitoring secures consistent and highly effective teaching, learning and assessment. Leaders acknowledge the importance of maintaining the high standards across the curriculum as the school expands further.
- Staff value the exceptional opportunities to develop their professional expertise through internal sharing of good practice, access to Harris Federation programmes and external training. Leaders monitor the implementation of initiatives, making frequent checks on the quality of teaching and giving effective support to staff when needed.
- The school is inclusive and leadership of provision for pupils who have special educational needs (SEN) and/or disabilities is very effective. Well-thought-out systems enable leaders to keep a close check on the progress that these pupils make. Close monitoring of additional support and funding ensures that these are having an impact. Intervention work is timely and appropriate to pupils' needs.
- Effective use of pupil premium funding reduces any barriers to learning that may affect disadvantaged pupils. Leaders monitor the progress of these pupils effectively. Information relating to progress is analysed and pupils' work is scrutinised. Additional help is provided. As a result, disadvantaged pupils make strong progress and are included in everything the school has to offer.
- The curriculum is outstanding. It is broad, inclusive and enriched by the extensive range of activities that the school offers. Leaders' careful tracking and monitoring of the whole curriculum have made sure that it is highly engaging and allows pupils to develop their knowledge and skills in different subject areas exceptionally well. For example, all pupils experience outdoor 'wild woods' learning, and in Year 2, pupils start their study of Mandarin. Specialist teachers teach science and physical education (PE). A range of extra-curricular activities, such as multi-sports, drama, Spanish and street dance, enhance the curriculum.
- PE and sport funding provides pupils with additional opportunities so that they can participate in a varied range of activities, both in school time and out of school hours. These serve to increase pupils' confidence as well as increase their awareness of how to keep fit and lead a healthy lifestyle.
- Provision for pupils' spiritual, moral, social and cultural development is excellent. The school's 'Beckenham Branches' (values) of truth, kindness and respect are embedded

in the ethos. They are evident in the daily actions of pupils and adults alike. Through assemblies and the curriculum, pupils learn about the wider community, respecting people from different backgrounds and those with different characteristics. Pupils confidently share their thoughts, ideas and opinions and value those offered by others. Consequently, pupils are well prepared for life in modern Britain and have a positive view of diversity.

- Parents are exceptionally positive about the school. They say that their children are thriving, love their learning and come home talking enthusiastically about what they have done at school. In response to Ofsted's online questionnaire, a parent made this typical comment, 'I'm really happy with my son's progress at this school. They strive to make learning a fun and exciting experience, from outdoor science lessons making "rockets" to frequent visits from external artists. He amazes me every day with what he has learned!'

Governance of the school

- Governors are dedicated and uncompromising in their ambition to provide the best education for pupils. The commitment of governors to the school's culture of high aspirations, respect for others and for learning is without question. They share the head of academy's passion for excellence and use their role to reinforce the high-quality relationships across the school.
- Governors work closely and actively with the school. They are well informed and have an accurate understanding of its strengths and priorities for further development. This is because they receive a wide range of information, and make regular visits to the school to carry out 'learning walks' and to look at pupils' work. Governors are skilled in using this information wisely, and this enables them to offer appropriate support and challenge to school leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all statutory requirements are met. Staff understand and use effectively the robust systems that are in place to safeguard pupils. Appropriate checks are made when recruiting staff. Concerns about pupils are followed up swiftly and appropriate support is offered to families in need. Safeguarding training for all staff and governors is up to date.
- The school is a nurturing, caring environment in which every pupil is valued and cared for. Staff have very positive relationships with pupils and they know them well. Staff are alert to any changes in pupils that may indicate a concern.
- Pupils feel safe in school. Pupils spoke knowledgeably about how to stay safe, including on the internet. They are confident in knowing that there is always a trusted adult whom they can speak to if they are worried about something. Parents agree that their children are safe and well cared for in school.

Quality of teaching, learning and assessment

Outstanding

- Stimulating lessons, high expectations, challenging work and highly effective feedback characterise the school's outstanding teaching. Teachers make the very best use of time and their expertise to quicken pupils' learning. As a result, pupils' needs are met and they achieve exceptionally well.
- Teachers plan and deliver inspiring learning experiences that encourage pupils to be curious. Consequently, pupils are quickly immersed in their learning and have very positive attitudes to school.
- Teachers set very high standards. They know pupils well and carry out precise assessment activities that clearly identify pupils' next steps. Teachers use this information carefully to plan activities that meet pupils' specific needs. They ensure that pupils of all abilities achieve what they are capable of by providing effective support, including for disadvantaged pupils and for those pupils who have SEN and/or disabilities.
- High-quality questioning enables teachers to build on pupils' prior knowledge and understanding. Teachers have an excellent knowledge of all the subjects they teach, and are able to identify quickly pupils' misconceptions and correct them effectively. Teachers are adept at accurately identifying pupils' starting points and providing appropriate support, guidance and skilful intervention to help pupils produce outstanding work across the curriculum.
- Tasks and activities have a clear purpose, which is shared with pupils. Teachers are skilled in modelling and showing pupils what they need to do. Teachers ensure that there are regular opportunities for pupils to discuss their learning with one another. This helps to reinforce and deepen their understanding.
- Staff use verbal and written feedback effectively with all pupils to deepen their understanding and secure key skills. Pupils understand what they need to improve, to be even more successful.
- The development of reading skills and helping pupils develop a love of reading are high priorities for the school. Texts are chosen with care to expose pupils to a wide range of genres and ensure a high challenge. Teachers make the most of opportunities to develop reading across the curriculum and in different situations. Pupils who read to me did so confidently, using a range of strategies. They talked enthusiastically about their books.
- Teachers demonstrate high expectations and secure subject knowledge in phonics. As a result, challenging tasks are set and pupils' phonics skills are very strong. Teaching assistants are skilled contributors to pupils' learning in phonics because they have received effective training. They are effective in small-group situations, where the intervention is well matched to pupils' abilities.
- Writing skills are very well taught. Pupils consistently apply their skills when writing in all areas of their work. Pupils are challenged to write at length and in depth. They successfully apply spelling, punctuation and grammar rules to create accurate, neatly presented pieces of written work.
- Support for pupils who have SEN and/or disabilities is of the highest quality. They

learn alongside their peers in a very nurturing environment. They are included and challenged successfully. Expectations for this group are high.

- Working relationships between adults and pupils are very strong. Pupils work well in small groups and independently. They focus on their learning and are keen to have a go. Mistakes do not faze pupils and adults use errors and misconceptions effectively as learning opportunities.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils enjoy their learning. They rise to the challenges posed and demonstrate great resilience and determination from an early age. They are self-assured learners. Pupils take great pride in their work and try hard to receive a 'Beckenham Leaf'.
- Pupils value and take care of their school environment. They work and play harmoniously together, showing high levels of respect towards each other, staff and visitors.
- Pupils have plentiful opportunities to contribute to the work of the school and they take their responsibilities seriously. Members of the 'Pupil Parliament' are elected by their classmates, and work alongside the head of academy as part of a team responsible for a wide range of activities, including fund-raising for local and national charities and organising the installation of 'buddy benches' in the school playground.
- Pupils feel that bullying is extremely rare and are confident that adults would address any unacceptable behaviour. Pupils are able to discuss healthy living, and the actions that the school has taken to help them keep safe, including how to stay safe online.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' conduct in lessons and around the school is exemplary. Adults set high expectations and lead by example. As a result, pupils are well mannered, considerate and friendly.
- The 'Beckenham Branches' lie at the heart of pupils' exemplary attitudes to learning. Pupils discuss the meanings of these keenly and show their kindness, truthfulness and respect for each other. They are exceptionally polite and listen patiently to others without interruption.
- Pupils cooperate with each other exceptionally well. They discuss their ideas and thoughts in pairs and small groups in order to improve the quality of their work. At playtime, pupils participate in a wide range of activities such as football, chess and the trim trail.
- Pupils enjoy school and value their education. As a result, attendance is above the national average and the vast majority of pupils, including those who have SEN

and/or disabilities, have excellent attendance.

Outcomes for pupils

Outstanding

- Pupils in every class attain well and make substantial progress from their starting points. This is because leaders have ensured that teaching is consistently of high quality and that pupils' academic progress and personal development are treated with equal importance.
- In each year group and across the curriculum, including English and mathematics, current pupils make substantial and sustained progress from their starting points. Their skills, knowledge and understanding across a range of subjects are excellent.
- In 2017, pupils' attainment in the Year 1 phonics screening check was well above the national average. This is because phonics teaching is outstanding. Pupils develop reading and writing skills very well. Pupils show a clear progression in their reading skills and read with increasing fluency and expression. The most able pupils confidently explain complex storylines and characters.
- Pupils of all abilities do well. A high proportion of pupils, not just the most able, are working beyond age-related expectations across many subjects. This is because teachers have an in-depth knowledge of each pupil's learning and how to support them. It is also because of the well-devised systems for checking pupils' progress and the way leaders thoroughly analyse the assessment information. This is endorsed by the impressive work seen in pupils' books.
- Disadvantaged pupils and those who have SEN and/or disabilities make strong progress from their starting points. This is because outstanding teaching and well-targeted support ensure that their needs are met.
- Pupils achieve well across a broad range of subjects because teachers use their strong subject knowledge effectively. Pupils' scientific knowledge is particularly well developed. Engaging topics integrate learning across different national curriculum subjects highly effectively. There is a broad programme of visits to supplement pupils' experiences and in-school events designed to capture pupils' interest. For example, Year 2 visited Hever Castle to enrich their learning about towers, tunnels and turrets.

Early years provision

Outstanding

- Children in early years have a first-rate experience. Leadership is highly effective, with a strong emphasis on providing care and nurture as well as challenge and ambition. As a result of incisive leadership, precise assessment and high-quality teaching, children make outstanding progress.
- The majority of children start school with skills and knowledge broadly typical for their age. Detailed observations, immediately after they start, help adults understand children's specific needs and abilities. Where gaps are identified, such as in reading, writing or number work, children are quickly supported to acquire the necessary skills. In 2016 and 2017, the proportion of children reaching a good level of development by the end of Reception was well above the national average. Many children in the

current cohort are now exceeding the expected standards.

- The learning environment, including the outside area, is a highly engaging and interesting space that offers a wide range of stimulating learning experiences. Children are exceptionally well behaved and demonstrate perseverance, resilience and respect for one another.
- Well-trained and skilled teachers and teaching assistants have high expectations of children. They plan activities which consistently provide the right level of difficulty for all ability groups. As a result of the strong promotion of emotional well-being, children are able to build effective relationships. Adults ask probing questions to make connections in children's learning and to deepen their understanding. They skilfully extend children's thinking through well-planned interactions. Consequently, children are articulate and talk confidently about what they are doing.
- Teaching is of the highest quality. Energetic and enthusiastic adults motivate children. Teachers record children's progress accurately. They liaise regularly with parents about the new things children can do and understand. Teachers use the information they collect about children's progress to plan their next steps in learning particularly well. As a result, children quickly develop the skills that they need to be successful in Year 1.
- Safeguarding is effective and all statutory welfare requirements are met. Children's health, safety and well-being are central to the early years provision. Adults are constantly vigilant.
- Parents are overwhelmingly positive about their children's experiences in Reception. As one commented, 'My children love attending this school. They love their teachers in Reception and, as a result, try their hardest to do well in their work.'

School details

Unique reference number	140934
Local authority	Bromley
Inspection number	10048326

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

Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	Board of trustees
Chair	Susan Head
Head of Academy	Beth Rigby-Drake
Telephone number	0203 772 4578
Website	www.harrisprimarybeckenham.org.uk
Email address	info@harrisprimarybeckenham.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Harris Primary Academy Beckenham is a member of the Harris Federation multi-academy trust.
- Currently, the school is much smaller than the average-sized primary school with pupils in Reception, Year 1 and Year 2.
- The proportion of pupils requiring support for their SEN and/or disabilities is in line with the national average. There are no pupils currently on roll who have an education, health and care plan.
- The proportion of pupils supported by the pupil premium is below average.
- The proportion of pupils who speak English as an additional language is in line with the national average.

Information about this inspection

- The inspector visited all classes, jointly with a senior leader, to observe pupils' learning.
- Formal and informal discussions took place with senior leaders, the chair of governors, staff, pupils, parents and the chief executive officer of the Harris Federation trust.
- The inspector reviewed 124 responses to the Ofsted questionnaire, Parent View, and considered 17 responses to the staff questionnaire. There were no responses to the pupil questionnaire.
- Pupils' behaviour was observed in lessons and during break- and lunchtimes.
- Documentation relating to the school's website and safeguarding was scrutinised.
- Minutes of governors' meetings and information about pupils' progress, behaviour and attendance were also analysed.

Inspection team

Carolyn Dickinson, lead inspector

Her Majesty's Inspector

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Manchester
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