

Harris Academy Bromley

Lennard Road, Beckenham, Kent, BR3 1QR

Inspection dates 28–29 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Overall, students' achievement is good in Key Stages 3 and 4. Many students make excellent progress in mathematics and good progress in English.
- The less able students, disabled students and those with special educational needs make good progress in English and mathematics.
- Teaching is good. Most lessons are planned with engaging and enjoyable activities.
- The vast majority of students behave well in lessons and around the school. They are very polite to their peers and adults and have positive attitudes to learning.
- Students say that they feel safe at school and incidences of bullying are rare.
- Students' books are marked frequently with detailed and helpful comments that allow them to edit and improve their work. This contributes to students' good progress.
- The new leadership team has high expectations of students. Leaders have introduced some effective behaviour management strategies.
- Leaders, including governors, check the quality of teaching regularly and good support systems are in place to improve teaching further.
- The governing body rigorously monitors students' progress. Governors continuously challenge leaders and hold them to account for accelerating students' progress.

It is not yet an outstanding school because

- The sixth form requires improvement. Achievement across different subjects is not consistently good because work is not always precisely matched to students' needs.
- In the main school a small number of middle- and high-ability students do not make the same good progress as their peers.
- Occasionally, teachers do not use information on pupils' ability levels to plan creative and imaginative tasks and activities at the right level of difficulty for all learners.
- Some subject leaders do not thoroughly check that teachers are using information on achievement to check on the progress of all students in lessons.

Information about this inspection

- The inspection team observed 46 lessons, the majority being observed jointly with the senior leadership team.
- Meetings were held with the the headteacher, various senior leaders, staff and members of the governing body.
- Inspectors considered the views of parents and carers in their responses to the online Ofsted questionnaire (Parent View).
- The inspectors formally interviewed groups of students from every year group. They also listened to some students read.
- Inspectors examined a number of documents, including the school’s information on students’ current progress, the minutes of governing body meetings, and attendance and exclusion figures.

Inspection team

Janice Williams, Lead inspector	Additional Inspector
Jacqueline Jenkins	Additional Inspector
Roger Fenwick	Additional Inspector
Samuel Ofori-Kyereh	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized secondary school.
- Approximately 45% of the students are eligible for support through the pupil premium, which provides additional funding for children in the care of the local authority, those known to be eligible for free school meals and the children of service families. This figure is well above the national average. There are very few students in the care of the local authority and none from service families.
- Over half of the pupils are from minority ethnic groups. A large number of students are from Black African and Black Caribbean heritage.
- The proportion of students who speak English as an additional language is slightly above the national average.
- The proportion of disabled students and those who have special educational needs supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The new headteacher joined the academy in January 2013 and most of the other senior leaders are also new to their posts.
- There are currently no students who attend off-site alternative provision.
- The academy is sponsored by the Harris Federation.

What does the school need to do to improve further?

- Improve students' achievement in the sixth form so that it is consistently good across different subjects by making sure that the work set is precisely matched to the needs and ability levels of all students.
- Further accelerate the students' progress, particularly that of the middle- and higher-ability students, by:
 - ensuring that teachers plan creative and imaginative activities in all lessons
 - using pupils' assessment information more effectively to plan tasks and activities that match the abilities of all students
 - ensuring teachers continuously check students' progress and adjust plans if necessary so that they make more rapid progress.
- Strengthen leadership and management by:
 - checking more thoroughly that teachers use information effectively to check the progress of all students in lessons
 - ensuring that the best teaching practice is shared across all departments.

Inspection judgements

The achievement of pupils is good

- Students' achievement is good in Key Stages 3 and 4. From starting points that are often below the national average, most students make excellent progress in mathematics and at least good progress in English, languages, geography, religious education and history. The proportion of pupils attaining five or more GCSE passes at grades A* to C, including English and mathematics, continues to rise above the national average. Attainment in mathematics has been consistently above the national average for the last two years.
- Throughout the school, most of the less able students achieve well. Disabled students and those who have special educational needs make good progress in many subjects, including English and mathematics.
- In some year groups, a small number of middle-ability and high-ability students do not make good progress in English and mathematics. This is because information on their prior attainment is not used well by some teachers to plan tasks that match their abilities.
- In 2013, students' attainment rose in a number of subjects, including biology, English literature and music. There were significant improvements in students' achievement in business studies and drama.
- Most students are fluent and confident readers who read regularly in school and at home, but a few have been assigned novels that are below their reading skill levels. As a result, they are sometimes not stretched to read more challenging texts.
- In Key Stages 3 and 4, pupils who speak English as an additional language make similar progress to their peers in most subjects and across all year groups.
- The Year 7 catch-up funding is used well to support the development of literacy and numeracy skills for students who come in with low levels of attainment in these areas.
- In the main school, most students known to be eligible for free school meals make similar progress to their peers in English and mathematics. In 2012, they attained approximately half a grade behind their peers in GCSE English and approximately a grade behind their peers in mathematics. In 2013 the achievement of eligible students improved further in mathematics.
- In the past, most students sat their GCSE mathematics examinations as early as Year 9. This early entry has helped to produce excellent results in mathematics, and students who have secured high grades are now doing more challenging mathematics courses.
- Attainment on entry to the sixth form is slightly below the national average because students from other schools join the school. Students make variable progress and, in 2012, their attainment at the end of Year 12 was below average. Some students achieve well at A level, particularly in psychology, but achievement across different subjects is not consistently good. The most recent examination results show that students' progress has improved compared to 2012, but some of the most able students are not yet making consistently good progress.

The quality of teaching is good

- The quality of teaching is good. Most lessons are planned with many opportunities for students to reflect on their learning and this supports their good progress.
- Where teaching is good or better, students are engaged in their work and enjoy the activities. In an outstanding Year 9 English lesson, the teacher provided students with many opportunities for independent learning. An additional adult supported disabled students and those with special educational needs well. Consequently, all students made excellent progress in developing their understanding of the roles and importance of characters in the novel.
- In a Year 7 drama lesson, students planned their performances using the most recent drama technique that they had learned. They listened attentively as they watched each other's performances and the teacher provided the students with many opportunities to evaluate and

provide evidence of where the technique was seen and how it could be improved.

- In the few lessons where teaching was less effective, the activities did not interest the students and, as a result, their progress slowed. In these lessons, activities were not accurately matched to the different abilities of students. As a result, some middle-ability students and the more able did not make good progress.
- Students' books are marked regularly and the comments from teachers provide sufficient guidance to help them to edit and improve their work. This supports their progress well.
- In the sixth form, the quality of teaching is variable. In Year 12, teaching is not consistently good because teachers do not always set work at the right level of challenge. Teaching is better in Year 13, with teachers effectively using probing questions to encourage students to reflect on various theories to help develop their answers.

The behaviour and safety of pupils are good

- Most students behave well in lessons and around the school. Overall, they have good attitudes to their learning.
- Behaviour is not outstanding because in the few lessons where the work does not match pupils' ability levels, some lost focus and concentration.
- Many students believe that behaviour has improved. They are very articulate about the improvements that have occurred.
- Students believe that teachers care for them and look after them well. Most are very complimentary and value the additional support that teachers provide so that they can excel.
- They say that various types of bullying, including homophobic bullying, are rare. Students say if such incidences occur they know they can speak to any teacher and it will be dealt with swiftly.
- Relationships across the school are good and students are respectful and considerate towards each other, staff and visitors. During break and lunchtimes, students are polite and there is a positive and inclusive atmosphere. One student said, 'We are all one big family here.'
- Students enjoy coming to school and their attendance has improved to be above the national average. They feel safe and have an excellent awareness of how to keep themselves safe at school or away from school. They also know how to use the internet safely.
- They are aware of the sanctions for inappropriate behaviour and they enjoy the many rewards systems in the school, particularly the 'double raffle', because the prizes are often relevant and useful.
- A large majority of the parents and carers who responded to Parent View believe that their children are happy, safe and well looked after and make good progress in the school.

The leadership and management are good

- Leadership and management are good because the new headteacher and her senior staff have ensured that students' achievement, behaviour and the quality of teaching have improved since the previous inspection and are now good.
- The headteacher has accurately identified the strengths and areas that need further development in the school. She is supported well by dedicated leaders who have worked successfully to support the many teachers who have recently joined the school so that they all understand the academy's high expectations. Leaders are aware that they now need to focus on sharing the best teaching practice in the academy across all departments.
- Leaders monitor teaching regularly and teachers are set targets that are linked to whole-school expectations. Pay awards are given only if performance targets are met. If targets are not achieved, then teachers are supported through coaching and additional training is provided.
- Although there are many training opportunities for teachers and leaders to improve their skills

within the school and the federation, a few senior leaders are generous in their evaluations of teaching and sometimes feedback following observations is not specific enough to help teachers improve quickly.

- Some subject leaders have used data on students' progress well to put effective strategies in place and this has resulted in an improved trend in attainment in mathematics, geography, history and religious education. However, some subject leaders are not thorough in checking that teachers use information on students' achievement effectively to monitor the progress of all students in lessons.
- The curriculum has a wide range of topics that appeal to students. In English lessons, they are exposed to different cultures through the interesting novels that are set in different countries. Consequently, students are respectful of different religions and beliefs. Students' spiritual, moral and social development is promoted well through assemblies, a variety of tutor-time activities, religious education and art classes. Senior leaders are effective in ensuring all students are treated equally and that there is no discrimination.
- Students' physical well-being is promoted well through physical education lessons and many enrichment activities at lunchtime and after school. They all have the option to join the netball, basketball, trampolining, cheerleading and work-out clubs.
- Leaders have used the pupil premium funding to provide additional small-group classes in literacy and mathematics and to employ speech and language therapists to help eligible students to develop their communication skills. The funding is also used to subscribe to online mathematics resources to support the progress of eligible students.
- **The governance of the school:**
 - The large majority of governors are successful professionals who have a clear understanding of the education system.
 - The governing body is exemplary in its rigorous monitoring of teaching and students' achievement. Governors can clearly identify the improvements to teaching over recent years because they are linked to subject areas and make regular visits to the school.
 - They know about the school's internal systems for checking teaching and how it is rewarded according to improvement in pupils' achievement. Governors consistently challenge leaders and hold them accountable for accelerating students' progress. Governors know that there is scope for some students, including a few of the most able students, to make more rapid progress.
 - Governors are accurate in their evaluation of how the school compares to other schools nationally and thoroughly monitor the spending of the pupil premium funding. As a result, they can accurately identify improvements in the achievement of eligible students. Governors ensure that safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137379
Local authority	Bromley
Inspection number	425570

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

Type of school	Secondary
School category	Non-maintained
Age range of pupils	11–19
Gender of pupils	Girls
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	915
Of which, number on roll in sixth form	140
Appropriate authority	The governing body
Chair	Ros Wilton
Headteacher	Emma Merva
Date of previous school inspection	28–29 November 2011
Telephone number	020 8778 5917
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Email address	info@harrisbromley.org.uk

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