

Harris Primary Free School Peckham

112 Peckham Road, Peckham, London, SE15 5DZ

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils throughout the school learn exceptionally well and make rapid progress. This is because senior leaders have relentlessly and successfully focused on raising pupils' achievement, particularly in reading, writing and mathematics.
- Teaching is outstanding because lessons are very well planned; activities offer highly effective challenge for pupils to develop their understanding and skills.
- Children in the Early Years Foundation Stage get an excellent start because of the outstanding teaching, and an exciting and purposeful learning environment. The staff provide children with an exceptionally caring and nurturing environment, which is fully appreciated by parents and carers.
- The executive headteacher and head of primary have a very good understanding of the school's strengths and areas for development.
- The school improvement plan sets out the school's priorities clearly and the necessary actions to achieve these.
- Pupils' behaviour and attitudes to learning are outstanding. In lessons, pupils concentrate really well. They treat each other with respect and consideration, and enjoy excellent relationships with the staff.
- The curriculum is exceptionally well matched to the pupils' needs. It provides them with a wide range of learning opportunities and experiences, including many exciting trips and visits.
- The quality of teaching and learning is monitored very rigorously. Observations are used effectively to identify training needs for staff. Staff say how much they value the support they receive.
- Provision for pupils' spiritual, moral, social and cultural development is excellent. It is embedded in the subjects taught and in the ethos of the school.

Information about this inspection

- Inspectors observed 10 lessons or part-lessons. The majority of observations were jointly undertaken with the head of the primary school.
- Inspectors looked at pupils' workbooks in lessons as well as a substantial number out of lessons, in order to evaluate teaching and the progress made by pupils over time. In addition, inspectors talked with pupils about their learning.
- Inspectors held discussions with senior leaders, other groups of staff and two members of the governing body, including the Chair.
- There were no responses to the online questionnaire (Parent View). Inspectors met with a small number of parents and carers, and held informal discussions with others at the start of the school day.
- Inspectors scrutinised a range of documents, including: the school's self-evaluation, development and action plans, documents relating to safeguarding, information about pupils' progress, minutes of governing body meetings, and records of behaviour and incidents. They also looked at the school's website, and records of the monitoring and evaluation of the quality of teaching and learning.
- Inspectors examined anonymised documents about the management of staff performance.
- Sixteen responses to a staff questionnaire were taken into account.

Inspection team

Kekshan Salaria, Lead inspector

Her Majesty's Inspector

Jeremy Loukes

Seconded Inspector

Full report

Information about this school

- Harris Primary Free School Peckham opened in September 2012. It is part of the Harris Federation and is smaller than the average-sized primary school.
- In its first year, the school admitted Reception-aged children. Currently, in its second year, there are pupils in two Reception classes and two Year 1 classes. There are considerably fewer girls than boys
- The Executive Principal of Harris Academy Peckham oversees the Free School. The Head of Primary was appointed in January 2014.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion of pupils who speak English as an additional language.
- Pupils come from a range of cultural heritages: the largest groups are from Black African, Black Caribbean and other ethnic groups.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families) is well above average.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is well above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school does not use any alternative provision for pupils.

What does the school need to do to improve further?

- Ensure that the support given by teaching assistants is consistently outstanding by sharing the excellent practice from the Early Years Foundation Stage.
- Extend Deepen the partnership with parents and carers by ensuring that they are regularly updated on future plans.

Inspection judgements

The achievement of pupils

is outstanding

- Children joining the school settle extremely well because of the excellent transition arrangements in place. Valuable links with parents and carers, beginning with home visits, help children to settle quickly, become familiar with the routines and develop confidence.
- The majority of children start the Reception class with skills and abilities significantly below those normally expected for their age. As a result of the excellent teaching that they receive, their learning accelerates significantly. By the time they reach Year 1, they are above expected levels for their age, and have made outstanding progress.
- Pupils make outstanding progress because they receive well-focused teaching from adults. There are also good opportunities for children to explore and be creative.
- Writing areas include attractive word and phonics lists (which help with spelling by showing the sounds letters make) so children can easily draw on these when writing independently. This is supporting their development of writing particularly well.
- All groups of pupils, including those who speak English as an additional language and those who are disabled or have special educational needs, make good progress.
- Leaders have planned very carefully for the use of additional funding. As a result, by the end of Reception in 2013, the majority of eligible children were working at a similar level to their peers in all areas.
- The school has very good systems to support pupils who have been identified as underachieving. The workbooks from the current Year 1 class show good, and often very good, progress overall.
- The school places great emphasis on the teaching of phonics and early reading skills. Leaders have ensured that adults are proficient in using the phonics-teaching programme that the school has adopted. As a result, early reading is developed very well with an emphasis on successful partnership work with parents and carers.
- School evidence shows that pupils are on track to meet the very challenging targets set for them in the national phonic screening check at the end of Year 1. All the parents and carers whose views were expressed through individual conversations and during the parents' meeting believed that their children were making better than expected progress and achieving well throughout the school.

The quality of teaching

is outstanding

- Senior leaders' relentless drive to raise achievement has resulted in outstanding teaching.
- This outstanding teaching engages pupils fully in their learning and progress. Teachers make sure that pupils know what they have to do and check their understanding during lessons. Where teaching assistants work best, they mirror this practice. However, this practice is not consistent across the school.
- Teachers use a range of teaching strategies in individual lessons such as drama, role-play and discussions with partners. They quickly change their approach if they realise it is not having the planned impact.
- The high level of support, focused attention on basic skills, high expectations and the very positive attitudes of pupils combine to ensure very good progress.
- Learning in the Early Years Foundation Stage is exceptional and children's speaking, listening and communication skills are developing extremely well. For example, children in the Reception classes, could use such words as 'residue' to during a potion-making session, showing their growing confidence and their extremely well-developed language skills.
- Resources are very carefully designed to motivate pupils, and rich engaging learning experiences capture their interests. Inspectors observed a group of children, first listening to the 'Bear Hunt' story, then drawing grass, mud and water on a hard black surface with chalk. This was followed by role-play and reciting of the story, and finally recording their versions of the story on an

electronic tablet.

- Adults who provide one-to-one tuition and small-group teaching for pupils in need of extra help such as those who have special educational needs make a very strong contribution to these pupils' good progress. They are well directed and briefed by teachers to develop good personal and social skills. Consequently, teaching of pupils with special educational needs throughout the school is outstanding.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils look forward to coming to school. They are keen to apply the skills they have already learnt and to explore new topics. A group of parents and carers interviewed during the inspection explained that their children were eager to share with them what they had learnt during the day.
- Adults lead by example, demonstrating the respect and caring nature they expect from the pupils. They are quick to notice when a child needs encouragement or support. The positive relationships between staff and pupils make a strong contribution to the rapid progress that pupils make.
- Pupils are very proud of their school. They show respect for the building and for the equipment they use. They move around the school quietly and calmly, showing an awareness of the needs of others.
- There are clear systems to encourage pupils to behave at their best. Pupils are rewarded for displaying good attitudes and are excited about being chosen to eat at the 'Top Table' with the headteacher or to wear the 'Golden Sweatshirt'.
- The school's work with the few pupils whose behaviour has caused concern in the past has been extremely effective. Teachers think carefully about the impact of attitudes and behaviour on pupils' achievement.
- Attendance is broadly average and improving. Headteacher's attendance certificates for 100% attendance, letters home to parents and carers, and meetings with the head of primary have started to have a positive impact on further raising attendance.
- The school's work to keep pupils safe and secure is outstanding. Staff skilfully incorporate messages about safety into the children's activities. For example, children in Reception understand the need to wear eye protection and aprons while mixing potions.
- Pupils say they feel safe at school. They know that the adults in school will help them to sort out any problems that arise. They act responsibly on the playground, where they are well supervised.
- The school is highly responsive to pupils' individual needs, especially those going through challenging times in their lives. Staff work closely with support agencies, and parents and carers, to help pupils learn successfully as soon as possible.

The leadership and management are outstanding

- Senior leaders have formed a highly committed staff team, which shares fully their determination to provide pupils with an outstanding learning experience. They are supported very ably by the governing body, which plays a pivotal role in leading the strategic overview.
- The Federation has been an effective partner in securing outstanding teaching and learning for the pupils. For example, senior leaders wisely drew upon the resources within the federation to ensure pupil outcomes were not affected when some weaker teaching was identified.
- Staff performance is managed well and realistic targets for improvement are set. Lessons are monitored carefully and support and high quality training are given to help teachers improve their skills.
- Information about pupils' progress is at the heart of the drive for improvement. This includes staff using electronic tablets to capture children's successes, updating databases as they mark books, as well as daily commentary on the progress pupils are making. This information is used to make sure that teachers take responsibility for the progress of their pupils and to identify any potential underachievement at a very early stage.

- Rigorous systems for the management of teachers' performance ensure that pay rewards are linked closely to performance and, in particular, the progress of pupils.
- The range of subjects offered by the school is very well organised to capture pupils' interests. It ensures that pupils have very well-developed key basic skills with a strong focus on creativity and using the outdoor environment to enhance learning.
- Effective and innovative use of information and communication technology is embedded in school practice. For example, children in the Reception class routinely use electronic tablets to record their successes in writing.
- Spiritual, moral, social and cultural education is of a high quality. Pupils are regularly encouraged to consider right from wrong and are reflective in their actions. Religious festivals are celebrated, promoting tolerance and consideration of other faiths. Consequently, pupils work exceptionally well together.
- The school enjoys good relationships with the vast majority of parents and carers, who appreciate the workshops to help them support their children in literacy, e-safety and phonics. Those parents who spoke to inspectors during the inspection are very pleased with the leadership of the school. However, some would appreciate being kept up to date with plans as the school expands.
- Safeguarding requirements are met. Staff are well trained and fully aware of risk assessment and child protection procedures.
- **The governance of the school:**
 - Governors are experienced and knowledgeable, and make very good use of their expertise to provide support for the school.
 - They are involved in monitoring and evaluating the school's work and setting priorities for improvement.
 - Governors are well trained and help to ensure that children are kept safe. Governors hold the school to account for ensuring that additional funding is spent wisely and are rigorous in ensuring that this spending gives good value for money.
 - They are knowledgeable about the school's performance data, the quality of teaching and how teachers' performance is managed and linked to salary rewards.

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	138270
Local authority	Southwark
Inspection number	425454

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	4–6
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing body
Chair	Sir Robin Boshier
Headteacher	Lindsey Davidson
Date of previous school inspection	Not previously inspected
Telephone number	020 7394 5700
Fax number	NA
Email address	L.Davidson@harrisfreeschoolpeckham.org.uk

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