

# Harris Primary Academy East Dulwich

173 Lordship Lane, London SE22 8HA

## Inspection dates

9–10 May 2017

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an outstanding school

- Through consistently strong school leadership, supported well by the federation, the school has established itself extremely well, as shown by excellent provision and pupils' high achievement.
- The pursuit of excellence is clearly at the heart of the work of each member of the school community.
- Governors share high aspirations for the pupils. They know the school very well. They successfully hold leaders to account.
- Leaders have appointed people with the skills needed to lead on high-quality teaching through the school's expansion.
- Well-supported teachers benefit from the excellent professional development the federation offers, which has contributed to the school's outstanding teaching.
- Pupils make rapid progress over time. The most able pupils, including those from disadvantaged backgrounds, attain high standards. Leaders agree that the least able need to develop confidence to use strategies in mathematics to make better progress.
- Leaders, including governors, ensure that the pupil premium is wisely spent so that disadvantaged pupils achieve as well as other pupils nationally.
- Pupils who have special educational needs and/or disabilities thrive because of accurate early identification. This ensures that they receive high-quality support from skilled staff.
- Leaders have designed an exciting curriculum that successfully meets the needs and interests of the pupils. They ensure that pupils get rich experiences that draw on the local community and include a wider range of visits.
- The early years provision is outstanding. It is extremely well led. Staff ensure that children have the best start to their education by setting high challenges. As a result, children make rapid progress from their starting points.
- The school's value system, 'Keys to Success', is effective in promoting pupils' spiritual, moral, social and cultural development. These values underpin the work the school does to ensure that pupils successfully develop their understanding of responsibility and respect.
- Behaviour is impeccable. Pupils are polite and courteous. They love coming to school and are ready to learn each day.
- Safeguarding is effective. Leaders ensure that records are of the highest quality.
- Parents and carers are overwhelmingly supportive of the school and respect the high aspirations set by the leadership.

## **Full report**

### **What does the school need to do to improve further?**

- Further develop the mathematics curriculum for the least able pupils, ensuring that they develop fluency and understand the strategies they are using.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Since the school opened in 2014, leaders and governors have worked diligently and extremely effectively to secure outstanding outcomes for pupils. Leaders benefit greatly from the support of the Harris Trust. The excellent professional development offered by the trust is highly innovative. For example, leaders have worked to develop the highly effective assessment system that covers the whole curriculum. As a result, accurate and reliable information ensures that teachers are in a good position to plan effective next steps in pupils' learning.
- Senior leaders know the school well. Careful planning has supported the expansion of the school. Leaders have successfully created a strong culture of self-reflection in the school. Teachers are very well supported to improve their skills. They are rightly proud of their work in providing pupils with an outstanding quality of education.
- Senior leaders regularly monitor the performance of teachers and support staff to ensure that the quality of teaching remains at the highest level. The whole leadership team shares this commitment and enthusiasm to make sure that all pupils enjoy well-organised lessons. As a result, teaching is outstanding.
- Leaders have implemented a rigorous appraisal system to measure staff performance. Ambitious targets are reviewed regularly using a wide range of evidence. This means that leaders successfully hold staff to account for pupils' progress.
- The curriculum is very well planned. Subject leaders create a stimulating and balanced learning programme of topics for each year group to ensure that skills and concepts are taught. This is a continuing process as the school grows, with high-quality plans in place for pupils as they enter key stage 2. Topics are well chosen to engage and develop pupils' curiosity and interests. For example in Year 2, the 'street detective' topic enabled the pupils to explore the local high street. Following their investigations, pupils produced writing of high quality. The curriculum is enhanced with a wide range of activities such as chess, illustration and cooking, which inspire and motivate pupils. These opportunities enhance the already rich, broad curriculum.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. High-quality displays around the school show that pupils learn about a range of different religions and beliefs. They show tolerance and respect for each other. The school's work, underpinned successfully by its values of 'Keys to Success', is linked closely to the British values of tolerance and democracy. Pupils vote for their peers to become members of the pupil parliament. They have opportunities to meet the governors to discuss different aspects of school life. For example, they discussed the need for larger playground equipment. As a result, governors agreed to fund this project.
- Middle leaders who have responsibility for subject areas have strong subject knowledge. They are developing effective leadership skills because of the high-quality mentoring they receive from senior leaders.
- Provision for pupils who have special educational needs and/or disabilities is very

effective, with additional funding spent wisely. The school's accurate system for early identification of pupils' needs ensures that referrals for support are made quickly. Interventions and teaching appropriately meet the needs of these pupils. As a result, pupils who have special educational needs and/or disabilities progress rapidly from their starting points.

- The creative and effective use of the additional physical education and sport funding provides a range of activities both in school hours and after school. It is also spent on a coach who works alongside staff to support their professional development.
- Leaders ensure that the funding for disadvantaged pupils promotes equality of opportunity. This results in excellent outcomes for this group of pupils across the school.
- Parents have a very high regard for the leadership team at the school. They know their children receive a high-quality education from the team of strong teachers. They are confident the school keeps their children safe. They told inspectors that they appreciate the regular information they receive about the progress their children are making. The active parent group contributes to the school with a number of fund-raising activities. The group recently bought equipment in the playground that will be appropriate for pupils as they get older.

### **Governance of the school**

- Governance is a strength of the school. Governors work exceptionally well with the federation to support and diligently challenge the work of school leaders. They have a very clear vision for how they wish the school to develop during the expansion of pupil numbers.
- Roles and responsibilities of members of the governing body are clear. They secure training to continue to develop their skills. Governors' records of their meetings show that they regularly challenge leaders and offer appropriate support for school improvement.
- Governors have an incisive knowledge of the quality of teaching in the school. Along with the federation, they manage the appraisal of the principal's work very well. Governors ensure that pupil premium and physical education and sport funding is well spent to benefit pupils. They make sure that the school's website provides high-quality information to parents.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The federation and governing body ensure that the school fulfils all the statutory safeguarding requirements. Policies and practice designed to keep pupils safe are rigorous. Staff receive high-quality training and they understand the government's current child protection requirements. This has ensured that they are confident using the school's system to raise concerns.
- Leaders work well with external agencies and are diligent in ensuring that information is shared in a timely manner to keep pupils safe.

- Leaders ensure that the recruitment processes work well and that all the staff checks are appropriate and recorded effectively.
- Governors routinely check the school's recruitment processes and that the single central record is up to date. They are well supported by the wider federation to ensure that the records are fit for purpose.

### Quality of teaching, learning and assessment

### Outstanding

- The high standard set by leaders, together with support from the federation, ensure that teaching is of the highest quality. Pupils develop excellent attitudes to learning. This results in securing pupils' rapid progress.
- Classrooms provide high-quality learning environments for pupils. They use the many opportunities given by teachers to challenge themselves in their learning. They develop skills to be selective with the well-planned resources available to them. They eagerly respond to the excellent guidance from staff to improve their work.
- Pupils are proud of their English and mathematics books. Presentation is consistently neat. Topic books also demonstrate how teachers and pupils value these subjects. Consequently, work across the curriculum is of a consistent high quality.
- Teachers have strong subject knowledge. They use this very well to question pupils with precision and deepen their learning.
- An inclusive culture permeates the school. Teachers make sure that all pupils' contributions are valued equally in lessons. Pupils who have special educational needs and/or disabilities progress well because of the excellent teaching and the high-quality care that they receive. They are supported equally well in classrooms and in the intervention sessions. A skilled group of support staff assists teachers.
- The teaching of phonics is very effective. Pupils rapidly develop their early reading skills. Leaders choose high-quality texts that ensure that pupils develop a love of reading for pleasure. Teachers make sure that pupils are given interesting reasons to write. Consequently, pupils are ambitious in their writing.
- The teaching of mathematics is strong and, in particular, ensures that the most able pupils make rapid progress. Teachers provide rich opportunities for most pupils to develop their problem-solving and reasoning skills, but leaders agree that this needs to be equally secure for the least able pupils.

### Personal development, behaviour and welfare

### Outstanding

#### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Despite their young age, pupils are very self-disciplined and have excellent attitudes to learning. The school's 'culture for learning' ensures that pupils develop skills to learn and play together positively. Pupils believe that they can be successful and have high expectations for themselves and for their future. For example, some of their thoughts

about future careers included being a vet, a scientist and an historian.

- The assembly on the theme of the recently announced general election demonstrated the depth of knowledge pupils had about wider society. The pupil parliament develops their understanding of how democracy works. They enjoy meeting governors to discuss their ideas to improve things for the school.
- Pupils have an appropriate understanding of bullying. They were unanimous in saying that Harris Primary Academy East Dulwich is a friendly place. They know that they can speak to any member of staff if they are worried about anything.
- Pupils engage enthusiastically with their learning and strive to do their best. They persevere with the high challenges set by their teachers. Adults provide great role models from which the pupils benefit. As a result, there are high levels of mutual respect between adults and pupils across the school.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils work and play well together. They respond extremely well to all adults during lessons and around the school.
- Pupils are very positive and interested in their learning, to such an extent that they respond with enthusiasm to the stimulating homework they are set to support classwork.
- The number of behaviour incidents is exceptionally low. Pupils demonstrate very high levels of care and friendship at playtime. They share the equipment on the playground. The school's 'playtime buddies' make sure that no one is left out of games. This develops their early leadership skills well.
- Good attendance is celebrated and parents understand the need for regular attendance. Currently, it is above the national average for all groups of pupils.

## Outcomes for pupils

## Outstanding

- The school's assessment and tracking system shows that pupils are making rapid progress in reading, writing and mathematics as well as in foundation subjects.
- In 2016, the proportion of pupils who met the expected standards in the Year 1 phonics screening check was well above the national average. This was also the case for disadvantaged pupils. Pupils who did not meet the expected standards in the Year 1 phonics check have rapidly caught up. School information indicates that they are on track to reach the standard in Year 2.
- Most-able pupils, including the disadvantaged, are developing fluency and confidence in using expression when reading aloud.
- Pupils develop stamina to write at length across a wide range of subjects. For example, in Year 2 pupils accurately recalled the story of the Good Samaritan.
- Pupils progress well in mathematics from strong starting points. The most able pupils are regularly challenged to achieve the higher standards. Leaders agree that less able

pupils require more time to master the strategies taught. This is so they gain confidence in mathematical calculation skills and improve their progress.

- As a result of the effective use of pupil premium funding, disadvantaged pupils achieve as well as others nationally.
- Pupils who have special educational needs and/or disabilities progress rapidly from their starting points. Leaders track pupils' achievements accurately. High-quality support follows their analysis of assessment information to ensure that pupils' needs are met. Parents are fully involved in supporting the school's work to ensure that their children make excellent progress.
- Pupils who arrive in school with little English also make very strong progress. Work in pupils' books demonstrates a rapid development of early reading and writing skills.

### Early years provision

### Outstanding

- The early years leader provides an excellent role model for staff in the early years team.
- Children settle in quickly and enjoy the well-organised and resourced learning environments. Routines are quickly established. As a result, children develop independence and resilience extremely well.
- Staff are determined that all children have the best possible start to school. Children benefit from the strong subject knowledge of all the members of the early years team. As a result, the quality of teaching and children's outcomes are excellent.
- Rapid progress from their starting points ensures that a higher than average proportion of children reach the expected good levels of development. In 2016, over half of the children exceeded the national expectations. As a result, children are very well prepared for Year 1.
- Accurate assessments of the progress children make ensure that they are consistently set high levels of challenge. Observations of children's achievements are carefully recorded in their learning books and online. This means that parents can quickly check in and see their children's most recent progress in their learning.
- Staff consistently provide children with a very wide range of exciting and challenging activities that develop their understanding of their world. This is equally so in and out of the classroom. Children talk eagerly about their learning and what they have achieved.
- Leaders ensure that relationships with parents and carers are very strong. Parents are delighted with the level of care their children receive. They say that the transition to Year 1 is smooth because teachers prepare both their children and themselves.
- Safeguarding is effective. Staff work diligently to ensure that the environment is secure. Children show how well the school develops their social skills by playing safely and encouraging their peers to be careful.

## School details

Unique reference number	140937
Local authority	Southwark
Inspection number	10031667

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 (currently 4 to 7)
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	Academy trust
Chair	Serita Sleep
Principal	Jo Conduit
Telephone number	0203 7724573
Website	<a href="http://www.harrisprimaryeastdulwich.org.uk">www.harrisprimaryeastdulwich.org.uk</a>
Email address	<a href="mailto:info@harrisprimaryeastdulwich.org.uk">info@harrisprimaryeastdulwich.org.uk</a>
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 Academy Trust.
- The school opened in 2014 with two classes of children in the Reception Year. The school is increasing in size by two classes each year. In September 2017, the school will open the first classes in key stage 2.
- The school moved to the permanent building in September 2016.
- The number of pupils eligible for free school meals is below the national average.
- The number of pupils who speak English as an additional language is below the national average.



- The number of pupils who have special educational needs and/or disabilities is above the national average.

## Information about this inspection

- The inspector observed learning in all classrooms at least twice. Observations were undertaken with the principal and the vice-principal.
- The inspector met with members of the local governing body and the trust.
- Meetings were held with pupils from the school's pupil parliament to discuss their learning and views on the school.
- All leaders met with the inspector to discuss their roles and the impact of their work.
- The inspector heard pupils reading, and talked to pupils in lessons and as they moved around the building.
- The inspector examined a range of school documents, including information on pupils' progress, improvement plans, curriculum plans and checks on the quality of teaching. They also examined school records relating to safety and behaviour.
- The inspector scrutinised a range of pupils' books across a range of subjects.
- The inspector took account of the 64 responses to the online questionnaire, Parent View, and of information gathered from discussions with a group of parents during the inspection. The inspector also considered the eight responses to the staff survey and the four responses to the online pupil survey.

## Inspection team

Sara Morgan, lead inspector

Her Majesty's Inspector

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