

Harris Primary Academy Orpington

Dyke Drive, Orpington Kent BR5 4LZ

Inspection dates

9–10 July 2019

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

Summary of key findings for parents and pupils

This is a good school

- Strong leadership is instrumental in the school's success. Leaders and managers, including the trust and governors, refuse to accept second best. They have worked together to improve the quality of teaching and pupils' achievements and behaviour over the past three years.
- Leaders are accurate in their evaluation of the strengths and weaknesses of the school. They use this information to take the correct action to drive further improvement.
- Leaders monitor pupils' progress in reading, writing and mathematics routinely, so they can quickly support those pupils who need to catch up.
- Current pupils from early years to Year 6, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), are achieving well.
- Governors are effective because they know the school well and stringently hold leaders to account for the progress pupils make.
- Pupils are safe. Staff care for pupils. Adults respond well to pupils' welfare needs and ensure that pupils are well looked after. The family support worker is instrumental in providing tailored support for pupils' emotional needs. Safeguarding is effective.
- Pupils behave well in lessons and around the school. Their behaviour and attitudes to learning reflect the values of the school.
- The curriculum is broad and balanced. It provides pupils with rich experiences that make learning enjoyable.
- Good leadership of the early years ensures that children achieve well and are prepared for learning in key stage 1.
- Sometimes, teachers do not use assessment information or plan work well enough to set sufficiently challenging work for pupils, particularly the most able pupils.
- Some middle leaders are not rigorous or precise enough in carrying out their responsibilities. They are not effective at measuring the impact of their work on pupils' outcomes.
- Parents and carers have mixed perceptions of the school because there are inconsistencies in how the school communicates with them and the community.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment, thereby improving pupils' outcomes, by ensuring that teachers use assessment information to set tasks and activities that are consistently challenging in all subjects, particularly for the most able.
- Further improve the effectiveness of leadership and management by ensuring that all leaders across all subjects are effective in strategically measuring and evaluating their impact on improving pupils' outcomes.
- Further develop ways to improve the school's partnership with parents, so that parents and carers feel informed about the school's work and the rationale behind leaders' decisions.
- Consider more successful ways to enable parents to feel that they can contribute their views about the school.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and executive headteacher provide strong leadership, ably supported by the leadership team, governors and trust. Their calm but determined approach provides a stable environment where pupils are well cared for. Staff are proud to work at the school. They contribute to supporting the values that promote inclusion.
- Leaders' evaluations of the strengths and weaknesses of the school are accurate. This means the actions taken to improve are the correct ones, for example in raising teachers' expectations of what pupils can achieve in reading, writing and mathematics. This has been consistently applied across the school and is having a positive effect on pupils' progress. Procedures for monitoring the quality of teaching, learning and assessment in English and mathematics are rigorous. Leaders are aware that these changes have not had the same impact on the outcomes of the most able pupils.
- Leaders know the barriers to learning faced by disadvantaged pupils. They carefully consider how best to use the additional funding the school receives. For example, a family support worker and attendance officer are deployed effectively to support pupils' improved behaviour and attendance. Targeted support for mathematics and early years is also improving pupils' rates of progress. This means that increasingly, by the time disadvantaged pupils leave the school, they are making similar progress to their classmates.
- Leaders are knowledgeable about the range of pupils' needs. They have a sharp focus on the use of additional funding to support pupils with SEND, especially as part of the additional resource base, and ensure that it makes a positive impact on the quality of support received by pupils. The impact of the provision is not fully evaluated, but regular discussions with teachers are used to check how well pupils are doing. As a result, pupils with SEND make good progress.
- The curriculum is broad and balanced. This means that as pupils move through the school, they know more and remember more because the curriculum builds on their prior knowledge. The provision for pupils' spiritual, moral, social and cultural development is strong. Equality and diversity are promoted well throughout the school's programme of assemblies, educational visits and visitors, such as in the Year 2 visit to the seaside.
- Pupils are well educated about the importance of British values. These are integrated into the values of the school. The values promote qualities such as democracy, kindness and respect and ensure that pupils are well prepared for life in modern Britain. There are important jobs for older pupils, such as members of the school parliament and house captains. They take these roles seriously and recognise the level of responsibility involved.
- The physical education and sport premium funding is providing a range of activities to promote pupils' improved participation in sport. More clubs are available for pupils than were previously available. The school has fully evaluated how the funding is deployed and knows that it is clearly making a difference to pupils' experiences and achievements.

- Leaders of subjects do not use the school's monitoring system well enough. They have not had sufficient training to provide them with the skills they need to evaluate their subjects and areas of responsibility effectively. As a result, these leaders do not have sufficient impact on the progress pupils make, especially the most able pupils.
- Parents have mixed views of the school. For example, a third of the parents who replied to Parent View, Ofsted's online questionnaire, and through text messages would not recommend the school to another parent. However, many parents whom inspectors met during the inspection were highly positive about the school and especially about how much behaviour has improved and the level of care provided. One parent said, 'My daughter is transformed.' The headteacher, executive headteacher, governors and the trust recognise that communication with parents is not consistent across the school and further work to build trust with parents, carers and the community is an area for improvement.
- The trust has given good support to the school to enable rapid improvement, particularly the additional leadership capacity to improve disadvantaged pupils' outcomes and specialist support in mathematics and early years.

Governance of the school

- Governors provide support for leaders, but do not shy away from holding leaders to account for the progress pupils make and checking that safeguarding is effective. They use their individual skills and experiences well to support the school to continue to improve.
- Governors and the trust rightly recognised that the school needed to improve rapidly and made sure that they appointed leaders, including the headteacher, supported by the executive headteacher, to bring about necessary improvements.
- Governors know that the effective spending of additional funding and the deployment of experienced staff from the trust have ensured that pupils with SEND and disadvantaged pupils, for example, are making good progress and the PE and sport provision has improved.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a culture of vigilance and all staff are aware of the action to take if they have a concern about a child. The designated safeguarding leads keep meticulous online records, tenaciously following up concerns with external agencies. Staff at all levels are well trained.
- The single central record of the suitability of staff is comprehensive, and pre-employment checks on staff are carried out thoroughly.
- Pupils say that they are safe in school and the majority of parents agree. Pupils know whom to speak to if they have a problem in school and are confident that adults will help them. As one parent said, 'My child trusts the school and feels very safe and looked after.'
- Governors make regular visits to the school to check on the effectiveness of the

safeguarding arrangements. They know that the school is meeting statutory requirements.

Quality of teaching, learning and assessment

Good

- The high expectations of the leadership team have resulted in improvements to the quality of teaching, learning and assessment across the school. The positive impact of leaders' monitoring activities and performance management of staff is evident in improved outcomes for pupils. The overwhelming majority of staff who responded to Ofsted's staff questionnaire agreed that the school has improved over recent years.
- Teachers establish good relationships with pupils and ensure that the classrooms are orderly and calm. They listen to pupils and take their views into account. Pupils are keen to share their thoughts and ideas in lessons because they feel well supported.
- The system of teaching reading means that it is now taught well across the school. Older pupils read challenging texts and can describe the writing style of the author and its meaning, while younger pupils develop fluency and expression when reading aloud. Adults ask timely and effective questions that encourage pupils to think deeply.
- Pupils' achievements in writing and mathematics are improving in each year group. This is because the expectations of the quality and quantity of what most pupils write have increased. In mathematics, pupils are given sufficient opportunities to practise their skills and use them to solve problems and explain their reasoning. The curriculum provides pupils with a range of opportunities and activities. However, teachers do not reliably provide pupils with work that is consistently demanding enough and that builds on their prior achievements, particularly for the most able.
- Well-trained teaching assistants provide good support for pupils, especially those pupils with SEND. As a result, pupils' needs are well met. These pupils develop increasing levels of independence and make increasingly good progress.
- Teaching in subjects other than English and mathematics is good. However, outcomes are variable because the use of assessment in these subjects is not fully developed and leaders' monitoring of pupils' progress in these subjects is inconsistent.
- Work seen in pupils' books shows that disadvantaged pupils are making greater progress than they had previously because of tailored interventions and effective support. Gaps in achievement between disadvantaged and non-disadvantaged pupils are closing rapidly as a result.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' social and emotional needs are given a high priority. Leaders recognise different challenges faced by pupils from a diverse community. However, their calm approach creates a harmonious environment where adults and children respect each other. Support for pupils and families who have difficulties is effective.

- The school's values are reflected in pupils' considerate attitudes and behaviour. Pupils have the skills to work cooperatively in lessons. They are overwhelmingly positive about the support they receive from adults. They say that this helps them in class when they learn. Teachers establish clear routines so that pupils work together well when they share and discuss ideas.
- Pupils understand about bullying because teachers take time to explain what this means. An overwhelming majority of pupils said that bullying is not a problem at their school. Pupils feel safe as a result. They know how to keep themselves safe, including on the internet.
- Leaders provide pupils with a wide range of cultural, sporting and artistic opportunities.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well, both in class and outside at lunchtimes. They are polite, often holding doors open for one another. They were happy to speak to inspectors and other adults.
- Over time, there has been a reduction in the number of pupils given fixed-period exclusions from school. This is because the school provides high-quality services to support pupils, some with significant emotional, social and behavioural needs, and their families, to manage behaviour.
- Leaders have taken effective action to improve attendance and reduce persistent absence. They have worked determinedly to address attendance issues and provided compelling evidence of improved attendance of specific pupils. However, leaders are not complacent in their drive to improve attendance further, especially the attendance of disadvantaged pupils.

Outcomes for pupils

Good

- Pupils, including those who are disadvantaged and those with SEND, make good progress by the time they leave the school. As a result, they are well prepared for secondary school.
- Leaders have acted to address the underperformance in writing in 2018. Currently, pupils are making faster progress in writing across the school. School assessment information indicates that standards have risen overall in reading, writing and mathematics in key stage 2 and are continuing to do so. Current pupils in key stage 1 make good progress.
- Most disadvantaged pupils are making good progress. The difference in attainment between this group of pupils and their peers is closing rapidly. This is because of effective individual support that is in place.
- Pupils with SEND make good progress across the school. Leaders have taken effective action to address underperformance. Specialist provision is now carefully planned and tailored to pupils' specific needs. Many of these pupils are also disadvantaged.
- Pupils in Year 1 achieve highly in the phonics screening check. Pupils in key stage 1

can apply their secure phonetic knowledge when reading aloud.

- The achievement of the most able is on a trajectory of improvement. However, they have still to achieve the consistently high standards of which they are capable in all subjects across the curriculum.

Early years provision

Good

- Children enter Reception from a range of diverse backgrounds, reflecting the local community. They mostly have skills and understanding below those that are typical for their age. Children make good progress in early years because of the rich learning environment and good-quality teaching.
- The proportion of children who achieve good levels of development has been consistently above average.
- Children settle quickly and build good relationships with each other and adults. Activities encourage them to work effectively together. Children are also independent in their learning and have access to resources that support them to be independent.
- Children behave well and there is a nurturing culture across early years. Children are well cared for and there is close attention paid to meeting statutory requirements.
- The quality of teaching is good. Adults skilfully direct children to make the most of their play. Learning takes place equally effectively both in the classroom and outdoors. Children are not always as physically active as they could be, because opportunities to develop children's physical skills are not as well developed.
- Children with SEND make good progress because their needs are met by adults.
- Leadership of early years is good. Leaders give effective support and guidance to all staff. They have an accurate view of the strengths and weaknesses of the provision. They evaluate their work rigorously and their plans for development show that they are taking the correct action to improve provision. Professional development opportunities are used well to continue to improve the quality of teaching.

School details

Unique reference number	143426
Local authority	Bromley
Inspection number	10088863

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	399
Appropriate authority	Board of trustees
Chair	Ian Brownhill
Executive Principal	Matt Britt
Telephone number	01689 830383
Website	www.harrisprimaryorpington.org.uk
Email address	info@harrisprimaryorpington.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- In September 2016, the school joined the Harris Federation.
- The headteacher was appointed to her post in May 2018.
- Harris Primary Academy Orpington is an above average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is above average. The proportion of pupils with SEND and those who are disadvantaged is above average.

Information about this inspection

- Inspectors observed learning in a series of lessons across all classes and in different subjects to inform judgements about teaching, learning and assessment.
- Inspectors assessed the quality of pupils' work by scrutinising a range of written work in subjects across the curriculum. They also heard pupils read.
- Meetings were held with the headteacher, executive headteacher, senior and other leaders, two governors (including the chair of governors), two representatives from the trust and several groups of pupils.
- The inspection team scrutinised a range of documentation, including the school's self-evaluation and development plan, information on pupils' achievement, records of the school's safeguarding arrangements and records of the governing body.
- Inspectors spoke to parents in the playground at the start of the inspection. They took into account 75 responses to the Ofsted's online questionnaire and 34 free-text comments. The views of staff who completed Ofsted's staff questionnaire were considered.

Inspection team

Phil Garnham, lead inspector	Her Majesty's Inspector
Jo Jones	Ofsted Inspector
Lando Du Plooy	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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