

Inspection of a good school: Harris Primary Academy Beckenham Green

St George's Road, Beckenham, Kent BR3 5JG

Inspection dates:

10 and 11 November 2021

Outcome

Harris Primary Academy Beckenham Green continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Pupils flourish at Harris Beckenham Green. This is because leaders and staff set high expectations of pupils. Pupils enjoy coming to school. They are welcomed at the gate every morning by leaders who know everyone.

Leaders have built strong relationships with families. Parents and carers praise the leaders and think the school is a welcoming community. They appreciate the care and support shown, especially during the partial school closures.

Pupils' behaviour is excellent. They are considerate and polite. Pupils feel the school is a safe place and adults are kind. They say that bullying is rare. However, if they have any concerns, they can speak to an adult who will help them.

Pupils enjoy the many learning opportunities available to them. Pupils spoke enthusiastically about learning Mandarin. One pupil said: 'Education is key in this school. We are pushed to our limits; it boosts my confidence. We learn about lots of interesting things, and I enjoy learning.' Pupils enjoy the many clubs and school trips available to them.

What does the school do well and what does it need to do better?

Leaders are ambitious for pupils. During the time when pupils were not in school due to the COVID-19 pandemic, all subjects were taught to the pupils. Leaders have thought carefully about what they want pupils to know, do and remember. Pupils are interested in what they learn and are keen to discuss their learning. In lessons, pupils listen carefully to the teacher and each other.

Staff have high expectations of pupils' behaviour in all areas of the school. Pupils behave well in class so that everyone can learn without interruption. Pupils work hard and are able to concentrate on the lessons. Pupils are polite and respectful of each other and all adults. Most, but not all, take pride in their written work. Leaders have prioritised improving the presentation and punctuation of those who find this challenging.

Reading is at the heart of the school. Leaders give pupils every opportunity to be confident readers. All staff are well trained in teaching phonics. The phonics programme is delivered successfully. Reading is prioritised and pupils enjoy listening to stories and poems. Teachers select aspirational texts, including works by Shakespeare and John Donne. The school library is a stimulating environment with a range of authors and genres. Pupils enjoy reading and speak enthusiastically about the reading challenges and competitions in which they like to take part. Most pupils are confident readers. Well-trained staff provide daily support for those who struggle. As a result, these pupils catch up quickly.

The curriculum is well structured. Leaders have given careful thought to what pupils will learn. Teachers take time in each lesson for pupils to recall what they have learned previously. There is an expectation that pupils have a deep knowledge and understanding in all subject areas. The history curriculum goes beyond the expectations of the National Curriculum. Pupils develop a sense of chronology and know when different civilisations and events took place. Pupils use a range of sources to find out about the past. They are confident in debating the impact of historical events. In Year 6, pupils were able to assess the impact of the Commonwealth on India.

Pupils remember what they have been taught and use this to help them learn new concepts. In design technology, for example, pupils build on skills they had learned in previous lessons and are able to evaluate their product design. In mathematics, children in Reception class get off to a good start. They use mathematical vocabulary appropriately. Activities are well planned and inspire children to learn. Older pupils remember what they have been taught and use this to help them reason and explain new mathematical concepts.

The curriculum is enhanced with visits to places of interest and local field trips. Pupils have opportunities to take part in musical events, charitable works and take responsibility for fundraising. There is a wealth of after-school clubs and activities. Pupils learn about different faiths, religions and cultures. Pupils have a range of opportunities to contribute to the life of the school. For example, there is a school council, in which they share their ideas and suggestions on ways to improve the school.

Pupils with special educational needs and/or disabilities (SEND) work alongside their classmates. Staff are fully aware of pupils' particular needs. Teachers use what they know about pupils' individual needs to help them follow the same curriculum as everyone else. Well-trained support staff provide personalised support to those who need it. Pupils with SEND achieve very well.

Leaders and those responsible for governance are ambitious for all in the school community. The staff enjoy working in the school and say they are well supported. They

speaking highly of the many opportunities for professional development within the school and trust. Staff appreciate that leaders ensure that they have a reasonable workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff make safeguarding a high priority. Safe recruitment checks are thoroughly carried out when staff are appointed to the school. Staff have frequent training and regular updates. The school knows pupils and families very well and can readily see when any pupils need help. Pastoral support is a strength of the school. The 'well-being class charts' alert staff to any worries or concerns the pupils may have.

Staff know how to raise and report concerns. Information is shared with the correct agencies to ensure that pupils get the help they need. Pupils know how to keep safe in a range of situations. They learn through the curriculum and from visitors to the school, for example the National Society for the Prevention of Cruelty to Children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small proportion of pupils find neat presentation and accurate punctuation challenging. Leaders and teachers should continue to support these pupils so that the standard of their written work matches their otherwise positive attitudes to learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is first section 8 inspection since we judged the predecessor school, Bromley Road Primary School, to be good in January 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	144287
Local authority	Bromley
Inspection number	10204503
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	N/A
Number of pupils on the school roll	184
Of which, number on roll in the sixth form	N/A
Appropriate authority	Board of trustees
Chair of governing body	Anna-Maria O'Donnell
Headteacher	Emma Catley
Website	www.harrisbeckenhamgreen.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Harris Beckenham Green is a smaller than average primary school.
- The school converted to academy in September 2017.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and had taken that into account in her evaluation of the school.
- The inspector met with the executive principal, the head teacher, the special needs coordinator and curriculum leaders. A meeting was held with representatives of the trust and the chair of the local governing body.

- The inspector carried out deep dives in these subjects: reading, history, and design and technology. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of a lesson, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector reviewed safeguarding arrangements by scrutinising records, talking to leaders and through discussions with staff and pupils.
- The inspector considered the views of parents and staff through Ofsted's online surveys.

Inspection team

Frances Hawkes, lead inspector

Ofsted Inspector

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