

Inspection of Harris Academy Greenwich

Middle Park Avenue, Eltham, London SE9 5EQ

Inspection dates: 8 and 9 March 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils receive an education rich in knowledge, complemented by excellent provision to support their personal development. Leaders actively seek ways to improve life chances for the pupils in their care. They are passionate about their duty to support the local community.

A culture of high aspirations for all provides the foundations for pupils to flourish in their learning. Together with staff, leaders aim to help all pupils 'step into their greatness'. This vision is put into practice through a demanding, stimulating curriculum across all subjects. Teachers are experts in their subjects and well qualified. They make sure that all pupils acquire deep, secure knowledge and achieve consistently well.

Pupils enjoy school and feel safe. They are well supported by staff. In lessons, pupils typically work hard and appreciate the support and guidance staff provide. On the rare occasions that bullying occurs, it is dealt with effectively by staff.

Parents and carers appreciate the way in which the school combines strong pastoral care with high expectations for academic achievement. They value the way leaders and staff understand and cater for each pupil's individual needs and circumstances, including those pupils with special educational needs and/or disabilities (SEND). Parents also spoke positively about leaders' work during the COVID-19 pandemic.

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

Leaders have put in place an exemplary curriculum. They continually evolve the curriculum so that it meets pupils' needs and aspirations. This includes making adaptations to what is taught and retaught in the light of disruptions during the pandemic. Pupils, parents and staff value and support leaders' determination to create a culture of high ambition.

In Years 7, 8 and 9, pupils learn a broad range of subjects. Ensuring that pupils acquire deep knowledge is at the core of leaders' curriculum design. For example, in art and design, pupils learn to apply a range of techniques expertly. They are able to confidently discuss and reflect on the effects of different styles and artists.

The curriculum remains broad for all after Year 9. Nearly 90% of pupils study a humanities subject and a language. Leaders prioritise the rich curriculum offer as a way of making sure that pupils have a wide range of opportunities available to them after Year 11. Leaders' ambition fully extends to pupils with SEND.

Leaders provide a comprehensive programme of training and guidance to develop and enhance teachers' expertise. As a result, the curriculum is taught by staff who are both experts in, and passionate about, their subject. Leaders have also developed approaches to assessment that are helpful and purposeful. Teachers check what pupils understand and remember, and make sure that pupils are ready

to move on in their learning. For example, in languages, pupils are given regular opportunities to practise and apply new vocabulary that they have learned. Leaders are quick to spot and address any aspects of the curriculum that could be strengthened and refined. This means that pupils' work is of a consistently high quality across all subjects.

In the sixth form too, students master their subjects in great depth. They articulate their knowledge with confidence. They also benefit from highly targeted careers advice, as well as a range of experiences designed to broaden their horizons. For example, all students had an assembly from journalists from a major newspaper, and will have the chance to attend work experience there.

Leaders intervene early to ensure that the needs of all pupils are met. For example, pupils who need help to become fluent readers receive targeted additional support. Teachers reflect thoughtfully on the needs of their pupils and share any concerns. Pupils with SEND receive the support they need to access the full curriculum, and achieve well.

Ambition for learning is matched by high expectations for pupils' behaviour. Clear and consistent systems for managing behaviour mean that there is little disruption to learning. Leaders have identified that some pupils have struggled with routines and expectations following the disruptions caused by the pandemic. Support tailored to individual circumstances and needs is beginning to help these pupils settle back into school life. Leaders are also working effectively to secure further improvements in attendance and punctuality.

Beyond the academic aspects of the curriculum, leaders plan a wide and rich set of experiences for all pupils. They make sure that all pupils take advantage of these, including pupils with SEND and those from disadvantaged backgrounds. Opportunities include those for sports, music, careers and debating. In addition, leaders have put in place a well-planned curriculum that aims to promote pupils' development as informed, responsible and tolerant citizens. Careers education is comprehensive and highly aspirational.

School leaders are committed to their pupils and the wider community. They are supported and challenged by a dedicated governing body as well as the trust. Staff feel well supported by leaders, and value how their workload is considered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have embedded a culture of safeguarding. All staff are well trained to recognise, record and report concerns. Leaders respond to and manage any concerns effectively, including working with external agencies where necessary.

Leaders have invested in additional resources and staffing to promote pupils' well-being and to support those pupils who may be particularly vulnerable. They educate

pupils about safety. For example, pupils are aware of risks around online safety and peer-on-peer abuse, and how to report their concerns.

Pupils feel safe and well supported by adults in the school.

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

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| Unique reference number | 138449 |
| Local authority | Greenwich |
| Inspection number | 10212536 |
| Type of school | Secondary comprehensive |
| School category | Academy sponsor-led |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 1,185 |
| Of which, number on roll in the sixth form | 236 |
| Appropriate authority | Board of trustees |
| Chair of trust | Sir Dan Moynihan |
| Principal | George McMillan (Executive Principal) Benjamin Keely (Principal) |
| Website | www.harrisgreenwich.org.uk |
| Date of previous inspection | 3 and 4 July 2014, under section 5 of the Education Act 2005 |

Information about this school

- Since the previous inspection, a new principal has been appointed. The previous principal has become the executive principal.
- The school makes use of four alternative providers, two of which are registered as schools.
- Careers guidance meets the requirement of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken into account in their evaluation of the school.

- Inspectors spoke with the executive principal and the principal, and other members of the leadership team. They also spoke to trustees and members of the governing body. They contacted staff at the alternative providers and visited an unregistered provider.
- Inspectors carried out deep dives in these subjects: art, English, geography, mathematics and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other curriculum subjects were considered as part of this inspection.
- Inspectors spoke to pupils formally and informally to find out about their views on school life, including how leaders and staff promote their well-being and high standards of behaviour. Inspectors observed pupils' behaviour at social times and during lessons.
- In considering safeguarding, inspectors met with pastoral and safeguarding leaders, spoke to staff, considered the single central record and met with governors. Documentation related to safeguarding and behaviour was reviewed.
- The responses to Ofsted's surveys for staff, pupils and parents respectively were also taken into account.

Inspection team

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|----------------------------|-------------------------|
| Alice Clay, lead inspector | Her Majesty's Inspector |
| John Blaney | Ofsted Inspector |
| Charlotte Robinson | Ofsted Inspector |
| Duncan Kamyra | Ofsted Inspector |
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