

Inspection of an outstanding school: Harris Primary Academy Kent House

High Street, Penge, London SE20 7QR

Inspection dates:

4 and 5 May 2022

Outcome

Harris Primary Academy Kent House continues to be an outstanding school.

What is it like to attend this school?

Pupils thrive in this happy, purposeful learning environment. Leaders prioritise pupils' safety by modelling the highest standards of care. Pupils are safe and say that this is because 'our teachers are always nearby'.

All staff expect every pupil to achieve highly, including the most disadvantaged. Pupils with special educational needs and/or disabilities (SEND) achieve exceptionally well. This is because leaders and staff make sure that every pupil receives the right support to learn the curriculum.

All pupils, even the very youngest, behave impeccably. The school's 'golden rules' (show respect, take responsibility, and always make the right choice) are understood and met by all. Bullying is very rare. Pupils said that they would tell an adult if they could not deal with bullying themselves. Leaders make sure that pupils learn about different types of bullying, and what to do if it occurs.

Leaders encourage all pupils to have at least one special talent or interest. After-school activities provide pupils with many opportunities to develop more widely. These include drama and art, as well as a range of sports clubs.

Pupils have welcomed the return to school trips and visitors following the COVID-19 pandemic. Year 6 pupils spoke excitedly about their upcoming visit to the Imperial War Museum.

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

Leaders have designed a curriculum that helps pupils build on their knowledge and skills logically. All staff have the highest expectations of pupils because they share the belief that everyone can succeed. In art, for example, leaders make it clear that getting better at sculpture is not dependent on an inherent skill. They make sure that the visual elements of art are broken down into smaller units of learning. For instance, pupils in Year

1 learn to make consistent shapes out of modelling material, before creating shapes out of clay with variable thicknesses in Year 3.

Teachers have excellent subject knowledge. This is because leaders provide high-quality training on how to teach the intended curriculum. For example, in history, staff know that pupils learn about the Romans' influence on Britain in Year 4. They build on this previous knowledge in Year 6 when pupils are learning how London has changed over time. Teachers check what pupils know and remember at the beginning and end of every lesson. This means that they can quickly adapt their planning if pupils need to revisit key learning. Pupils with SEND access the same curriculum as their peers. Support staff adapt activities to meet each pupil's needs, for example by simplifying instructions or making use of pictures to illustrate key vocabulary.

Leaders prioritise learning to read. Every year group has daily dedicated reading sessions. Phonics is introduced from Nursery for those children who are ready, but from the first day of Reception for everyone else. All staff are trained in teaching phonics. Pupils read books that are matched closely to the sounds they know. Leaders provide additional weekly masterclass sessions for staff who teach phonics. This means that every pupil learns to read with an expert. If pupils fall behind with their reading, they are supported effectively to catch up swiftly with additional lessons. Leaders also make sure that parents and carers understand how they can help their child at home.

Teachers include number at every opportunity in the early years foundation stage. The self-register, for instance, is a set of two-by-five grids where pupils place their photograph on arrival. Pupils know that they must place their photograph so that each block of 10 is filled in order. Teachers model counting in tens and ones each day to arrive at the class total, which is then written and displayed numerically. Pupils are grasping both pictorial and abstract concepts of mathematics from an early age.

Pupils' behaviour is excellent. Teachers do not accept even low-level disruption by pupils in lessons. Everyone takes learning seriously. In all classes, without exception, pupils are engaged, motivated and encouraged to do well. Leaders have established well-oiled routines for the end of break- and lunchtimes. Pupils line up quietly and efficiently while playground monitors tidy away the equipment.

Pupils learn about different families and relationships as appropriate for their age. They are clear that all relationships should be equally respected. Pupils learn about a variety of religions. They have a balanced idea of what it means to be healthy and can suggest several practical ways to improve mental health, for example by limiting screen time.

Staff feel supported with their workload. They acknowledge that collaboration with the federation helps them with planning and professional development. They say that senior leaders look out for them, have an open-door policy and are proactive in seeking new ways to reduce workload strains.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular training so that all staff remain alert to signs that a pupil may not be safe. They have ensured that systems for raising concerns are well known and robust. All staff understand that safeguarding is everyone's responsibility.

Pupils know how to stay safe when on the internet. For example, they would not share personal details when playing online games. They trust the adults in school and would go to them with their worries.

Leaders seek help from external agencies when appropriate. They make referrals and follow up on concerns without delay. All staff make sure that the most vulnerable pupils are monitored closely.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding in May 2016.

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 | 139678 |
| Local authority | Bromley |
| Inspection number | 10211948 |
| Type of school | Primary |
| School category | Academy |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 395 |
| Appropriate authority | Board of trustees |
| Chair of governing body | Karl Hoods |
| Principal | Rachel Bower |
| Website | www.harrisprimarykenthouse.org.uk |
| Date of previous inspection | 11 and 12 May 2016, under section 5 of the Education Act 2005 |

Information about this school

- Harris Primary Academy Kent House is part of the Harris Federation, a multi-academy trust.
- The school does not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in her evaluation of the school.
- The inspector met with the principal, other senior leaders and subject leaders.
- The inspector carried out deep dives in these subjects: reading, history and art. For each deep dive, the inspector 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.
- The inspector met with the designated safeguarding lead, looked at records and scrutinised the school's safeguarding practice.

- The inspector observed pupils' behaviour throughout the school day and spoke to staff about pupils' personal development. She also held discussions with pupils about their views of their school.
- The inspector considered the views of parents and staff through Ofsted surveys.

Inspection team

Alison Colenso, lead inspector

Her Majesty's Inspector

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