

Inspection of Harris Academy Purley

Kendra Hall Road, South Croydon, Surrey CR2 6DT

Inspection dates: 28 February and 1 March 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Outstanding

This school was last inspected 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils at Harris Academy Purley belong to a diverse and inclusive school. They show respect to each other and to staff. Leaders have high aspirations for pupils. They help pupils overcome whatever challenges they may face. They want all pupils to achieve success, both in their education and in their future lives.

Leaders have high expectations of pupils. Pupils meet these expectations most of the time. They show positive attitudes to their learning. They listen to their teachers and work hard in lessons. Indeed, many pupils show a desire to succeed and teachers help them to do so.

Pupils behave well. This is a calm and orderly school. Leaders do not tolerate any form of discrimination. Bullying is rare. When it does happen, leaders deal with it effectively. Pupils socialise happily with each other at break and lunchtimes. They are safe here.

Leaders provide a wide range of opportunities for pupils to develop their talents and interests. These include sporting activities, music and drama. Leaders have also established a programme of trips and visits. Pupils go to residential activity centres and places of cultural interest.

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

Leaders have designed a broad and ambitious curriculum. They have identified the essential knowledge and skills they want pupils to learn. They have sequenced the curriculum well. Pupils revisit what they have learned before and build on their learning step by step. They also develop subject-specific skills with increasing complexity. Leaders have considered the diversity of pupils when choosing what they want pupils to learn. In this way, the curriculum reflects pupils' lives and helps engage pupils in their learning.

Leaders share a commitment to provide all pupils with access to an academic education. This includes for pupils with special educational needs and/or disabilities (SEND). Leaders identify pupils' needs well. Pupils with SEND get the specific help they need to access the same curriculum as their peers. They achieve well.

Teachers have good subject knowledge. They break learning down for pupils and use starter activities to help pupils recall what they have learned before. Pupils check their own answers to such activities and make necessary corrections. Some teachers, including in the sixth form, use questioning and discussion well to extend and deepen pupils' knowledge. They also check pupils' understanding before moving on to the next stage of learning. However, some other teachers do not give pupils enough time to apply new learning. They move on to the next stage of learning too quickly.

Leaders do not tolerate low-level disruption in lessons. When on occasion it does occur, they act swiftly to address it. This minimises any impact on pupils' learning.

Leaders give high priority to literacy. Pupils at an early stage of reading learn to read using phonics. Pupils get extra help with reading comprehension if they need it. Pupils read often at school. They read class texts in tutor time and have their own reading books. In Years 7 to 9, pupils have library lessons. This central focus on reading helps pupils to access the curriculum in all subjects and to develop their vocabulary.

Leaders have developed a personal development programme from Year 7 to the sixth form. Pupils learn about a wide range of important issues that are relevant to their lives. For example, they learn how to keep themselves fit and healthy, and to respect people's differences. They also learn about relationships in an age-appropriate way. The programme prepares pupils for their next steps in education and employment. Pupils receive appropriate careers education and guidance. This helps them to make well-informed course choices at GCSE and beyond. In the sixth form, students get the help they need with their applications to university and employment.

Governors and leaders share a vision to provide a high-quality academic education for pupils. They want to give pupils every opportunity to succeed in their studies and move on to well-regarded universities. Governors hold leaders to account and ensure that they work towards fulfilling this vision. Trust leaders support the school's continued development. Subject consultants work with teachers to develop their practice. There is a range of trust-wide opportunities and experiences that pupils can access. Leaders are mindful of staff workload and have made changes to assessment with a view to reducing this. Staff well-being is a priority.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding. They have increased the capacity of the school's safeguarding team to meet pupils' needs. They have also developed in-school counselling services to support pupils' mental health. Staff receive regular, well-informed training and updates. This ensures that they know how to identify signs of risk in pupils. They report any concerns to leaders appropriately. Leaders work well with external agencies to secure the help pupils need. They also work with parents and carers to raise their awareness of the risks to their children. Pupils learn how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not provide pupils with sufficient time to apply new learning, either through independent or collaborative work. They move on to the next stage of learning too quickly without checking systematically that pupils are ready to do so. This means that some pupils have gaps in their knowledge and find it hard to build up their knowledge in a logical, coherent way. Leaders should

ensure that teachers receive the training they need to secure pupils' knowledge and understanding in the long term.

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.

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	135955
Local authority	Croydon
Inspection number	10203315
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1150
Of which, number on roll in the sixth form	188
Appropriate authority	Board of trustees
Chair of trust	Philip Harris
Principal	Tim Allman
Website	www.harrispurley.org.uk
Date of previous inspection	27 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Harris Federation multi-academy trust.
- The school uses two registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, members of the leadership team, other school and trust leaders, and members of the local governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, Spanish, history, and physical education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with subject leaders for food technology, geography and science. They visited lessons in these subjects and in business studies.
- Inspectors met with the school's designated safeguarding lead and members of the school's safeguarding team. They looked at safeguarding documentation and record keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors spoke to additional groups of pupils in relation to personal development, and behaviour and attitudes.
- Inspectors considered the responses to Ofsted's pupil survey, staff survey, and to the online survey for parents, Parent View.

Inspection team

Ian Rawstorne, lead inspector	His Majesty's Inspector
Bec Allott	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector
Anne Hudson	Ofsted Inspector
Ed Simmons	Ofsted Inspector

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