

Harris Clapham Sixth Form

Monitoring visit report

Unique reference number:	148555
Name of lead inspector:	Mike Finn, His Majesty's Inspector
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Type of provider:	16-19 free school
Address:	73 Kings Avenue London SW4 8DX

Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of education programmes for young people within the further education and skills sector. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Harris Clapham Sixth Form opened in September 2022. It is a 16-19 free school operating within the Harris Federation. The academy teaches education programmes for young people to 283 students. A high proportion of students study A levels, in a range of subjects including sciences, social sciences, mathematics, history, English literature and economics. A smaller proportion study vocational subjects at level 3, including business, media and information and communication technology (ICT). A very small number of students study mathematics or English GCSE resit programmes alongside their level 3 study programme.

Themes

How much progress have leaders and managers made in designing and delivering relevant education programmes that have a clearly defined purpose? Significant progress

Leaders have put in place an ambitious sixth-form curriculum. They provide highly effective advice and guidance to students at the start of their courses to ensure they take an appropriately challenging course that prepares them exceptionally well for their next steps.

Leaders have a comprehensive understanding of the academy's strengths and the areas that need improving. They have put in place highly effective quality assurance arrangements. As a result, leaders create a culture of continuous improvement where they provide staff with highly effective and individualised professional development.

Governors use their expertise well to provide leaders with very effective challenge and support. For example, based on staff and student feedback, governors encouraged leaders to increase the counselling service. Consequently, further counselling hours are now available to meet students' well-being needs.

Leaders and teachers ensure that courses are exceptionally well planned and logically ordered. This allows students to build on their knowledge over time. For example, in biology, at the start of the course, students learn about enzyme

structures. Teachers then build on students' knowledge so they understand more complex topics, such as the role of enzymes in genetic mutation.

Staff ensure that the majority of students participate in high-quality work experience placements or employer-led learning opportunities. As a result, students develop a realistic understanding of the world of work in a range of professions.

Leaders ensure that students receive impartial careers advice and guidance. There are also specialist programmes in place for students applying to courses and universities for which there is strong competition for places. There are also programmes for those seeking to go into specific careers, such as medicine. Students have an excellent understanding of the range of opportunities available to them.

How much progress have leaders and managers made to ensure that learners benefit from high-quality education programmes for young people that prepare them well for their intended job role, career aim and/or personal goals? Significant progress

Teachers very effectively assess what students know and can do at the start of their A-level programme. They use these assessments well to identify gaps in students' understanding from GCSE studies, before moving on to A-level topics. For example, in physics, students are set work on mechanics in mathematics so that they have the knowledge they need to move on to A-level topics that build on this.

Teachers are highly qualified and have excellent subject expertise. They provide clear and accurate explanations in class. Teachers repeat core concepts, improving students' ability to remember what they have been taught. For example, in history, teachers spend time at the start of each lesson revisiting topics from earlier in the programme. As a result, students develop new knowledge which they can remember over time.

Teachers assess students' knowledge very effectively and take steps to provide extra help where necessary. This enables teachers to identify gaps or misconceptions in students' understanding. For example, in economics, teachers assess when students confuse expenditure reducing and expenditure switching policies. Teachers then reteach topics where such misconceptions occur, thereby improving students' understanding of the differences.

Teachers provide A-level students with helpful feedback on their work and assessments. As a result, students take effective actions to improve their work. Most students make very good progress over time and produce work of a high standard. On vocational programmes, teachers do not provide sufficiently precise or constructive feedback on students' work.

Teachers provide very effective extra help for students who need it, for example through support workshops and additional revision sessions. As a result, students,

including those with special educational needs and/or disabilities, make good progress.

Teachers focus well on improving students' mathematical and English skills. For example, students who take GCSE courses to improve their mathematical skills are well supported by teachers to develop their confidence in using mathematics. Consequently, students improve their application of these essential skills, which prepares them well for progression to work or further study.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Significant progress

Leaders have developed a highly effective safeguarding culture at the academy. Staff, including the designated safeguarding lead (DSL), are well trained to perform their roles. The DSL has an exceptional understanding of risks specific to the Lambeth area. To reduce these risks, the DSL has formed a close partnership with the local police and invites external speakers, such as former gang members, to speak with students about their experiences. Staff take effective steps to protect students from harm.

Leaders have developed an exceptionally effective safeguarding curriculum. Staff recap topics regularly over the two-year programme. As a result, students remember what they learn about how to keep themselves safe. For example, students can explain the signs that someone is being radicalised. They also know how to keep themselves safe online.

Leaders undertake thorough suitability checks on staff to ensure they are safe to work with students. These include online activity checks.

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