

# Inspection of an outstanding school: Harris Primary Academy East Dulwich

173 Lordship Lane, London SE22 8HA

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Inspection dates:

4 and 5 May 2023

## **Outcome**

Harris Primary Academy East Dulwich continues to be an outstanding school.

## **What is it like to attend this school?**

Leaders have ensured that there is a strong culture of learning at the school. Leaders and teachers deliver the '3 Bee' values of respect, responsibility and resilience through all that pupils are taught and take part in.

Pupils are keen to take advantage of the various leadership opportunities available to them. For example, pupils spoke with enthusiasm about being in the pupil parliament or leading as an eco-champion. They especially like how these roles give them the opportunity to represent the views of other pupils.

Leaders have designed a curriculum that ensures that all pupils, including those with special educational needs and/or disabilities (SEND), secure a detailed body of knowledge across a range of subjects.

Pupils understand the rules and routines that leaders have introduced. This means that behaviour around the school and in lessons is very positive. Pupils know how they need to behave if they want to learn, and they do this. Teachers rarely need to correct behaviour. On the rare occasion that pupils lose focus, pupils are very quick to remind each other about the expectations.

Leaders and teachers work closely with parents and carers, who would recommend the school highly to others. Leaders have also developed strong working relationships with the local community. For example, pupils raise funds to support local initiatives.

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

Leaders have designed an exceedingly ambitious curriculum for all subjects, including in the early years. Leaders' vision is based on a 'mirrors and windows' approach. They want learning to both mirror the personal experience of pupils but also offer a window into an even deeper and wider understanding. Subject leaders have used the national curriculum

as a basis for their expectations for pupils' learning, but the curriculum is often extended beyond this.

Leaders work systematically to continue to tweak their curriculum thinking in each subject. For example, they think carefully about the needs of each cohort of pupils and make adaptations to ensure that pupils are supported to meet the curriculum's demanding goals. Key knowledge is revisited and practised often. Leaders know that this will help pupils to know and remember more. All of this, together with close partnerships with parents, enables pupils to achieve exceptionally well.

Each subject is designed and delivered so that pupils learn about a rich body of knowledge. In art, for example, sequences of lessons help pupils to explore and practise different forms and techniques, including sculpture. Pupils' work with paper, clay and metal develops in complexity during their time at the school.

Teachers use assessment purposefully in both formal and informal ways. For example, they use quick quizzes to find out what pupils know. They then make adaptations to teaching to ensure that pupils develop a secure understanding of key concepts. Teaching also incorporates time for pupils to return to previous learning and make improvements.

Pupils with SEND are quickly identified by leaders. This is done through home visits before they join Reception and continuous informal assessment. This ensures that children and pupils are identified and correctly supported. When plans of support are put in place, leaders foster an approach based on a partnership between parents, teachers and pupils. Leaders keep these plans under regular review. They focus on making sure that pupils are fully involved in lessons and learn the curriculum with their peers. Teachers are skilled at putting strategies in place to support this.

Children learn phonics from day one of Reception. Leaders have ensured that reading runs through all that is done at the school. Teachers are carefully trained and receive regular top-up sessions to ensure that their expertise in teaching early reading is extensive. Regular checks on reading ensure that leaders and teachers know if pupils are on track. When extra support is needed, leaders organise this quickly and make sure it focuses on filling gaps in pupils' knowledge. Leaders and teachers work to make sure that these only take place for the required amount of time so that these pupils can quickly re-join lessons with their classmates. Pupils learn to read very well. They are encouraged to develop a love of stories and books, and from speaking to pupils, it is clear that they do.

Leaders have ensured that pupils benefit from a harmonious learning environment. This has been achieved by supporting pupils in developing very positive behaviour routines. Sanctions rarely need to be used but are used appropriately when required.

Leaders understand the importance of developing the characters of pupils. They organise a rich range of experiences to support this, especially through clubs, trips, assemblies and leadership opportunities. Leaders ensure that all pupils, including any pupils who may be disadvantaged, take part in these experiences often. Through the curriculum and the rich wider offer, pupils are well supported to develop into respectful and responsible citizens.

Leaders, including the governing body, have developed a programme of appropriate professional development, which is appreciated by staff. Staff also appreciate that leaders consider their well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have devised a clear and thorough safeguarding policy. Staff receive training to enable them to enact the policy effectively. Leaders are well aware of the local context of the school, and they make this a focus of staff training.

Pupils feel that they have an adult they can speak to if they have any concerns. Leaders ensure that pupils learn about issues such as internet safety through their personal, social and health education lessons.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in May 2017.

## 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

<b>Unique reference number</b>	140937
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10255424
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	381
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Daniel Moynihan
<b>Executive principal</b>	Marie Corbett
<b>Website</b>	<a href="http://www.harrisprimaryeastdulwich.org.uk">www.harrisprimaryeastdulwich.org.uk</a>
<b>Date of previous inspection</b>	9 and 10 May 2017, under section 5 of the Education Act 2005

## Information about this school

- The executive headteacher has been appointed since the school's previous inspection.
- Leaders do not use alternative providers.
- The school opened in September 2014 and moved into the current building in September 2016.

## 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 leaders and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, including the executive headteacher. He also met with the chair of the governing body and members from the trust.
- The inspection included deep dives in these subjects: art, early reading and mathematics. The inspector discussed the curriculum with leaders, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.

- The inspector also visited lessons and reviewed pupils' work for some other subjects.
- Through discussions with leaders, governors, pupils and staff, the inspector considered how effectively pupils are safeguarded. The inspector also looked at records related to safeguarding, including records of checks carried out before staff are appointed.
- The inspector met with pupils to discuss aspects of safeguarding. He spoke to pupils during lesson visits. The inspector observed pupils' behaviour in lessons and at break and lunchtimes. The inspector spoke to staff about behaviour and about their workload in the school.
- The inspector considered responses to Ofsted's online surveys for parents, pupils and staff.

### **Inspection team**

Luke Stubbles, lead inspector

His Majesty's Inspector

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