

# Inspection of Harris Boys' Academy East Dulwich

Peckham Rye, East Dulwich, London SE22 0AT

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Inspection dates: 28 and 29 November 2023

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

The principal of this school is Chris Brett. This school is part of Harris Federation, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Daniel Moynihan, and overseen by a board of trustees, chaired by Lord Philip Harris. There is also an executive principal, Peter Groves, who is responsible for this school and two others.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2011.

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

Pupils are proud of their school and feel safe and cared for. They are happy and treat each other kindly. The school teaches pupils to respect each other's backgrounds and culture. Pupils are rewarded for demonstrating the school's core values of being confident, curious, respectful, resilient and ambitious.

Leaders have set very high expectations for what they want pupils to achieve. Pupils, particularly those with special educational needs and/or disabilities (SEND), are given a strong platform to achieve well. They are strongly encouraged to opt for the English Baccalaureate suite of qualifications to provide them with wide choices for their futures. Outcomes are high, as shown through recent GCSE results.

Pupils' behaviour is exemplary. They do not tolerate bullying or disrespect for others. They understand the importance of coming to school and, as a result, attendance is high, including for pupils with SEND. Pupils seize opportunities to extend themselves and do so with maturity. For example, in physical education (PE), pupils learn to choreograph and develop dance routines with a high level of technical difficulty. They are also encouraged to join the choir and participate in high-quality performances.

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

The school has a broad and purposeful curriculum. Leaders have given careful thought to the subjects that pupils should have access to and how these support their personal development. There is clear definition of the knowledge and skills to be taught alongside important vocabulary that pupils are expected to understand and remember.

Teachers are passionate experts in their subjects. They are skilful at using questioning to check what pupils have understood and what they need help with. The presentation of vocabulary is precise. Teachers know how to introduce complex new words and help pupils learn to use these fluently across subject areas. The school quickly identifies pupils who are still learning to read. These pupils are then given ample support to raise their reading levels rapidly. Teachers reinforce these early reading approaches in each subject area.

Pupils with SEND achieve exceptionally well. They access the same curriculum as their peers and receive excellent support in the classroom to help them meet leaders' high expectations. Teachers know their pupils' needs well, and they know how to adjust their teaching to meet individual needs. Pupils remember what they have been taught and can extend this to new learning. For example, in science, sixth-form students make comparisons between energy transport modes using high level vocabulary that builds on what they know from GCSE.

Leaders have established powerful and effective routines for supporting pupils' attitudes to learning. As a result, pupils care about their studies and are eager to

take advantage of the high-quality teaching available to them. They are trusted to take responsibility for homework and wider reading. These habits are part of the character development work that the school explicitly teaches.

The school's work to develop pupils' character is exceptional. Each opportunity available is woven together to build up the traits of an 'active citizen'. For example, in English lessons, pupils learn about poets from a range of backgrounds and traditions alongside well-known texts. Pupils find these choices relevant, and this helps to build their cultural appreciation of other societies.

Leaders have established a well-being curriculum through which pupils are introduced to concepts of neurodiversity and actively taught to care for their mental health. A comprehensive personal, social, health and economic education curriculum sits alongside this and uses trained familiar adults to deliver important messages and ideas, such as online safety and having respectful relationships. The school has provided boys with an anti-misogyny programme to teach them how to challenge sexist views in society.

All pupils, including those in the sixth form, are expected to identify an interest to develop through the wide range of clubs on offer. Pupils enjoy taking up these opportunities and can be found gardening, playing guitar, badminton, table tennis, or performing in a foreign language spelling competition.

As pupils progress through the school, they receive high-quality individual advice on their future careers and subject options. These conversations involve families and build up to a variety of qualifications available in the sixth form, including A levels, T levels and vocational qualifications. Through meaningful opportunities to work with employers and to visit schools, colleges and universities, pupils receive extensive preparation for their futures.

Leaders and those responsible for governance prioritise the well-being of the school's staff. Teachers are appreciative of the high-quality professional development on offer.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	135816
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10267976
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	880
<b>Of which, number on roll in the sixth form</b>	143
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Philip Harris
<b>CEO</b>	Daniel Moynihan
<b>Principal</b>	Chris Brett (Principal) Peter Groves (Executive Principal)
<b>Website</b>	<a href="http://www.harrisdulwichboys.org.uk/">http://www.harrisdulwichboys.org.uk/</a>
<b>Dates of previous inspection</b>	7 and 8 December 2011 under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Harris Federation trust of schools.
- A new principal and executive principal have been appointed since the last inspection.
- The school uses two registered alternative providers.
- The sixth form works with other schools in the trust to provide a range of qualifications.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive principal, principal and senior leaders. Meetings were also held with representatives of the trust and members of the governing body.
- Inspectors carried out deep dives in these subjects: English, computing, science and PE.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with leaders around policies and practices, including the sixth form, pupil behaviour and enrichment opportunities.
- Inspectors reviewed a range of documentation, including leaders' school evaluation, the school development plan, information about pupils' personal development, records for behaviour and attendance, and reports to those responsible for oversight.
- Inspectors met with groups of pupils to understand their experience of the school.
- Inspectors took account of survey responses from parents, pupils and staff.

## Inspection team

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