

Inspection of a good school: Harris Primary Academy Peckham Park

Marmont Road, Peckham, London, SE15 5TD

Inspection dates:

20 and 21 February 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The acting Heads of Academy are Zainab Ladak and Layla Mahlojian. 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 Philip Harris. There is also an executive headteacher, Marie Corbett, who is responsible for this school and four others.

What is it like to attend this school?

Pupils really enjoy learning at this school. As they work and play, pupils consistently exhibit the school's values of being respectful, responsible and resilient. Pupils' pride in their school is reflected in how they help out in the school community, for example, by taking on responsibilities as librarians and house captains.

Leaders' and staff's work is tightly focused on ensuring that pupils flourish in their learning and wider development. Pupils' achievements are strong. The curriculum is academically ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Well-focused training for staff ensures that they have the knowledge and expertise to deliver this curriculum well. Pupils are supported to remember and apply subject content with fluency.

Behaviour, both inside and outside of lessons, is a strength of the school. This is because the school has clear routines which are well understood and followed by all. From Nursery through to Year 6, pupils support each other with kindness and consideration, whether they are learning or enjoying social times together.

The inspiring and broad curriculum, along with the school's calm and nurturing environment, mean that pupils relish learning and enjoy coming to school each day. Pupils are kept safe and are well looked after. Safeguarding is front and centre of all leaders do here.

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

The school has put in place an ambitious and aspirational curriculum for all pupils, including for early reading. Curriculum thinking is based on the aims and content of the national curriculum, but often, the school's expectations go beyond this.

Leaders make sure that the curriculum is taught well. The knowledge that pupils are expected to learn and remember is carefully sequenced. This, along with purposeful choices of lesson activities, helps pupils to know and remember more across subjects.

The early reading curriculum is carefully designed. It ensures that pupils build up the phonics knowledge and skills needed to read fluently while simultaneously encouraging them to love reading. Leaders have identified a rich repertoire of literature that they want pupils to experience. Regular visits to the local library and the three school libraries help to promote pupils' thirst for reading. The school's approach to early reading is delivered by a well-trained and skilled staff team. Staff use regular assessments of pupils' reading to identify gaps in knowledge. These assessments are swiftly followed with extra support for pupils to make sure that any gaps are filled. Because of this, pupils who have fallen behind catch up quickly.

Other curriculum areas are equally effective in helping pupils to understand and remember knowledge in the long term. For example, the art curriculum has high aspirations for all. It is enriched with regular trips to art galleries which support pupils' wider cultural development. The way in which the curriculum is planned and taught means that pupils revisit important ideas and techniques. This enables pupils to deepen their knowledge year on year. Their sketch books and high-quality art work show how pupils become increasingly skilled at exploring, evaluating and applying various techniques and media. As with other subjects, the school's use of assessment plays a key role in making sure that pupils learn the intended curriculum.

Leaders have thought carefully about how they support pupils with SEND. Each pupils' individual needs and circumstances are fully understood, with carefully thought through plans of support put in place. These plans are regularly reviewed and adapted with the input of teachers, parents and carers and pupils. This helps the school to make sure that pupils with SEND receive effective help in a timely way, for example, through tailored adaptations to learning in class. In addition, leaders organise additional small-group sessions to ensure that pupils with SEND are able to access and master the curriculum.

Pupils' behaviour and attitudes support learning. At breaktimes, pupils play with each other in considerate and friendly ways. They are kind to one another, respect each other and value the views of their peers.

The school works successfully with families to remove any barriers to pupils coming to school regularly. As a result of this, attendance is above the national average and persistent absence is below the national average.

Leaders have given thorough consideration to the personal development curriculum.

It is planned to both support the school's ambitious academic aims and give pupils experiences that they might otherwise not have the opportunity to take part in. Pupils learn about fundamental British values, including principles related to equality and respect for difference. Leaders make sure that all pupils, especially those who are vulnerable, have access to clubs and educational outings. This includes providing a free after-school club each week for disadvantaged pupils. Educational visits are fully funded and are designed to enhance both the curriculum and pupils' wider development. For instance, pupils visit a farm and a small Kent village to increase their awareness of different life experiences.

Staff appreciate that leaders look after their well-being. They are well supported in their career development. Parents also appreciate all the effective work that the school does.

Those responsible for governance support the school very effectively.

This is a school facing unique challenges the community are grateful for the work being done for some of the most vulnerable children in London.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. 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 good in March 2018.

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

Unique reference number	137413
Local authority	Southwark
Inspection number	10290180
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	Board of trustees
Chair of trust	Philip Harris
CEO of trust	Daniel Moynihan
Executive headteacher	Marie Corbett
Acting heads of academy	Zainab Ladak and Layla Mahlojian
Website	www.harrisprimarypeckhampark.org.uk
Dates of previous inspection	13 and 14 March 2018, under section 5 of the Education Act 2005

Information about this school

- Leaders use no alternative provisions.
- The heads of school were appointed to the role since the last inspection.
- The school has recently merged with Harris Free School Peckham.
- The school is part of the Harris Federation

Information about this inspection

- The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's educational provision.

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, the heads of school and other senior leaders. He held discussions with representatives of the trust and members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: art, early reading, and mathematics. The inspector discussed the curriculum with leaders, visited lessons, reviewed samples of pupils' work, met with some pupils to discuss their learning, and spoke to subject leaders and teachers.
- The inspector also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector spoke to pupils and 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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