

# Inspection of Harris Primary Academy Beckenham Green

St George's Road, Beckenham, Kent BR3 5JG

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Inspection dates: 12 and 13 March 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

The principal of this academy is Max Ellington. This school is part of the 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, Sir Daniel Moynihan, and overseen by a board of trustees, chaired by Lord Philip Harris. There is also an executive headteacher, Sam French who is responsible for this academy and three others.

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

Pupils, including children in the early years, flourish at this school. The values of being 'ready, respectful, and safe' are lived through all aspects of school life. Pupils are incredibly well-mannered. Staff greet pupils warmly with a smile each morning. This creates a welcoming start to the school day. Pupils are confident that if they have a worry that they can tell an adult who will help them. Pupils feel safe and happy at this school.

Behaviour is exceptional here. Pupils explain that they behave well because they 'have been taught how to behave and because they want the best for themselves'. Staff have high expectations of what pupils can do. Therefore, pupils work hard and achieve highly across subjects. The school prioritises attendance and takes appropriate action so that attendance remains high.

Leaders provide carefully crafted opportunities for pupils to develop and share their own ideas. For example, Year 5 pupils discuss the advantages and disadvantages of using hydro-electric power and Year 2 pupils consider how Henry VIII should be remembered.

The school aims for pupils to be well-rounded citizens who impact positively on their community. Pupils are proud to read to residents in a local care home and 'litter pick' in their community.

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

Leaders have established a very well-designed curriculum. It sets out precisely the skills, knowledge and vocabulary that pupils are expected to know and remember starting from the Reception Year. This means that pupils acquire a rich knowledge base which supports their current learning. For example, pupils in Year 6 confidently explain evolution and inheritance using vocabulary such as 'adaptation', 'physical characteristics' and 'variation'. Pupils in Year 2 identify which material would make the best curtains because they have been taught about the properties of different materials.

Staff have strong subject knowledge and explain concepts clearly. They check pupils' understanding regularly and skilfully make links to previous learning. In Reception, adults provide frequent opportunities for children to practise mathematical skills independently. For example, children make 'worms' of different lengths out of dough. Children talk about their creations using vocabulary such as, 'shorter' and 'longer'. Children measure the length of their 'worms' accurately using cubes.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). There are effective processes in place to identify these pupils. Teachers and teaching assistants have been trained effectively. As a result, pupils with SEND access the curriculum through careful adaptation. For example, pupils are able to show their understanding of scientific concepts orally if they struggle with writing

and new vocabulary is supported by visual resources to support learning. Pupils with SEND achieve well here.

Reading is at the heart of the curriculum. Children are taught to read as soon as they join Reception. This is because leaders want all children to be able to read fluently and without delay. Reading is taught effectively because teachers and other adults have been well trained. They make sure that pupils pronounce sounds and words correctly. Pupils read books carefully matched to the sounds and letters that they know. This means pupils read with positive attitudes and developing fluency. Teachers quickly identify pupils who need help to 'keep up' so that they receive the help they need.

There are a number of approaches in place to ensure that pupils develop a love for reading. For example, pupils read to children at a local nursery and authors visit the school to share their work with pupils.

Pupils have excellent attitudes to their learning and are motivated to learn. This is because routines are well established. Learning is not interrupted by inappropriate behaviour. Pupils are taught how to regulate and manage their feelings. For example, children in Reception use language such as 'confused', 'angry' and 'delighted' when matching 'worry monsters' to different emotions.

Pupils' personal development is given priority here. Pupils speak with sensitivity when discussing protected characteristics. They have been taught that families may look different. Pupils explain that family relationships should be 'built on love and trust'.

Pupils value the wide range of enrichment activities on offer. These are deliberately planned to broaden their experiences. For example, pupils are given the opportunity to learn the 'Magic Flute' which they will perform at the Royal Opera House.

The trust and governors have an accurate understanding of the strengths of the school. Leaders ensure that pupils learn in a purposeful environment so they can reach their full potential. Staff are extremely positive about the range of initiatives in place to manage their workload and support their well-being.

## **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>	144287
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10240893
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Philip Harris
<b>CEO of the trust</b>	Daniel Moynihan
<b>Principal</b>	Max Ellington
<b>Website</b>	<a href="http://www.harrisbeckenhamgreen.org.uk">www.harrisbeckenhamgreen.org.uk</a>
<b>Dates of previous inspection</b>	10 and 11 November 2021, under section 8 of the Education Act 2005

## Information about this school

- The school makes use of one registered alternative provision.
- This academy is part of the Harris Federation which consists of 50 schools.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the senior leadership team to discuss school development.

- Inspectors met with a representative of the local governing body and the education director for the federation.
- To evaluate the effectiveness of safeguarding, the 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 scrutinised a wide range of documents, including those related to pupils' personal development and behaviour and attendance. The inspectors also met with groups of staff and pupils to discuss these aspects of the school's work.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art and design. 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.
- The inspectors also discussed the curriculum in some other subjects.
- The views of parents and staff were also considered, including through Ofsted's online surveys.

### **Inspection team**

Deborah Walters, lead inspector

His Majesty's Inspector

Shaun Dodds

Ofsted Inspector

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