

Inspection of Harris Academy Chafford Hundred

Mayflower Road, Chafford Hundred, Grays, Essex RM16 6SA

Inspection dates: 20 and 21 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 |
| Sixth-form provision | Outstanding |
| Previous inspection grade | Outstanding |

The principal of this school is Nicola Graham. This school is a member 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 is overseen by a board of trustees, chaired by Lord Harris of Peckham.

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 November 2011.

What is it like to attend this school?

Pupils thrive at Harris Academy Chafford Hundred (HACH). They become independent, curious learners who are determined to be the best that they can be. The school challenges pupils to do exceptionally well. Teachers set them work that is highly demanding. With the exemplary support of staff, and each other, pupils rise to this challenge. As a result, pupils achieve very highly.

In and out of lessons, pupils behave exceptionally well. They are fully engaged in their learning in the classroom, free of unwelcome interruptions. Pupils get on very well with each other and adults. They say that while this is a school with a strong sense of community, it welcomes their diversity.

Pupils have access to a huge range of opportunities to develop their interests, character and confidence. Termly 'pillar days' provide activities such as trips to museums and theatres. There are many clubs, including the cadet force, coding and debating. Pupils can become 'character ambassadors'. They raise money for charity, and many take part in the school council. The careers programme raises pupils' aspirations. Pupils meet a diverse range of employers and learn about different careers and universities. This enables them to make informed choices about their future.

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

The curriculum at HACH is highly ambitious for every pupil. Pupils frequently cover topics that go beyond the expectations of the national curriculum. Some study Latin and Mandarin. Teachers plan carefully to ensure that pupils, including those with special educational needs and/or disabilities (SEND), can access this demanding curriculum. When necessary, they adapt tasks skilfully, so that all pupils produce high-quality work.

The school has thought very carefully about what it wants pupils to know and how they learn. Leaders say that 'knowledge is power; we make it stick'. This idea is central to how the curriculum is designed and taught. The school identifies the important knowledge and vocabulary that pupils need to know. This knowledge is broken down into chunks so that pupils build it confidently over time. At the start of lessons, pupils revisit knowledge from previous lessons. This helps them remember what they have learned. Teachers regularly, and rigorously, check how much all pupils have learned. This means that teachers swiftly spot any gaps or mistakes in pupils' knowledge. They adjust the curriculum so that gaps are filled and errors are quickly corrected. Teachers use their expertise to introduce and model new knowledge and techniques. Pupils practise using this new knowledge. Pupils use the feedback and guidance that teachers provide to further improve their work.

The school gives great importance to pupils' literacy. Teachers have high expectations of accuracy and clarity in writing and speaking; as a result, pupils become confident and fluent in both. Leaders understand the importance of reading.

In 'morning mastery' form time sessions, pupils read a range of carefully chosen texts that relate to the personal, social and health education (PSHE) curriculum. The school regularly checks how well pupils can read. Weaker readers are provided with personalised support. This helps them quickly catch up with their peers.

Sixth-form students are very well prepared for adulthood. As well as following a broad, academic curriculum, they learn how to study independently. Students contribute to the school and grow their confidence when they help younger pupils by running clubs and being reading mentors. Students learn about healthy relationships and personal finance.

Pupils conduct themselves with real maturity and consideration for others. There are no bells for lunchtime and breaktime. Despite this, pupils manage their time so that they are not late to lessons. They are highly focused and active learners. There are clear, well-understood expectations of behaviour. If pupils find it difficult to behave as well as expected, staff give them the support they need to improve. Pupils attend extremely well.

The PSHE curriculum is exceptionally well planned to help pupils navigate the world around them. They learn about how to look after their mental and physical health. Pupils learn about potential dangers such as county lines and the importance of their digital footprint. They know how to seek help if they need it. They are confident adults will support them effectively.

Leaders, at all levels, are relentless in their work to continue to improve all pupils' achievements and experiences. Staff frequently 'go the extra mile' to support pupils to achieve their goals. The school gives staff exceptionally high-quality training and support with their well-being and workload. This helps them plan and deliver the curriculum with great skill and commitment.

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

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| Unique reference number | 137549 |
| Local authority | Thurrock |
| Inspection number | 10288506 |
| Type of school | Secondary comprehensive |
| School category | Academy converter |
| Age range of pupils | 11 to 19 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 1,468 |
| Of which, number on roll in the sixth form | 452 |
| Appropriate authority | Board of trustees |
| Chair of trust | Lord Harris of Peckham |
| CEO of trust | Sir Daniel Moynihan |
| Principal | Nicola Graham |
| Website | www.harrischaffordhundred.org.uk |
| Dates of previous inspection | 7 and 8 November 2011 |

Information about this school

- The school runs a specialist resource base for 20 pupils with speech, language and communication needs and autism. All pupils attending the resource base have an education, health and care plan.
- The school currently does not use any alternative provision for pupils.
- 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 carried out deep dives in these subjects: English, mathematics, science, modern foreign languages, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also discussed the curriculum in some other subjects and visited a range of lessons.
- Inspectors held meetings with a range of leaders, including the special educational needs and/or disabilities coordinator.
- The lead inspector met with the director of education of the Harris Federation and the chair of the local governing body. The lead inspector spoke to a member of the local authority school improvement team about the work of the school, including how it supports other schools.
- An inspector met with early career teachers and staff involved in their induction.
- Inspectors observed pupils’ behaviour in lessons and at other times around school. They met with groups of pupils to discuss behaviour in the school.
- 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 range of records relating to behaviour and attendance.
- The lead inspector considered the 208 responses and 164 free-text responses received during the inspection to Ofsted’s online survey, Ofsted Parent View. He also considered the 88 responses to Ofsted’s staff survey and the 151 responses to Ofsted’s pupil survey. The lead inspector spoke to a parent on the phone.

Inspection team

| | |
|-------------------------------|-------------------------|
| Steve Woodley, lead inspector | His Majesty’s Inspector |
| Carole Herman | Ofsted Inspector |
| Sebastian Gasse | Ofsted Inspector |
| Jason Carey | Ofsted Inspector |
| Susan Sutton | Ofsted Inspector |

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