

# Inspection of Harris Junior Academy Carshalton

Camden Road, Carshalton, Surrey SM5 2NS

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Inspection dates:	5 and 6 November 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Good

The head of the academy is Georgina Barnes. 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 Dan Moynihan, and overseen by a board of trustees, chaired by Philip Harris.

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

Pupils have a genuine passion for learning. They benefit from the highly aspirational curriculum that is enriched with carefully designed and purposeful experiences. Pupils flourish in this safe and positive environment, where they are expected to achieve their best. Pupils with special educational needs and/or disabilities (SEND) receive the guidance and support they need to be successful. By the end of key stage 2, pupils achieve exceptionally well.

Behaviour in classrooms and around the school is excellent. Pupils understand what is expected of them. They demonstrate high levels of self-discipline because they know this is 'the right thing to do'.

Pupils learn the importance of valuable character traits such as taking responsibility and collaboration. This ensures that pupils are well prepared for the next stage of education and life in modern Britain. Many pupils shared high aspirations for their future occupations. Pupils are proud of the difference they make to each other, their families and the local community. For instance, Year 6 pupils take the lead in organising support for various charities. The school's 'community hub' provides food, toiletries and clothing to those who may be in need of help.

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

The curriculum is extremely ambitious with clearly defined end points. Staff have broken down key content in all subjects. This helps pupils to build a wealth of subject-specific knowledge and depth of understanding. The school works closely with experts in the trust to provide a systematic programme of professional development for staff. This supports teachers to know the knowledge and skills that pupils need to understand and remember. Teachers deliver the curriculum with consistency. They ensure that pupils revisit and build on their prior learning very well. For example, in mathematics, pupils apply their understanding of operations to complete calculations, including fractions in Year 6. Teachers skilfully use a range of techniques to adapt teaching to cater to the range of pupils in the class. As a result, pupils with SEND are well supported in accessing and achieving the high ambitions of the curriculum.

Promoting the love of reading is a priority. Adults model reading daily during story times, using a range of carefully selected books and rich texts. Pupils receive targeted support in learning how to decode unfamiliar words accurately. They apply reading skills, such as skimming and scanning, to retrieve information and interpret the authors' intentions in texts. Pupils become confident and competent readers. There is a comprehensive approach to extending pupils' vocabulary awareness. Writing in books is extensive and of a high quality.

The school is highly effective in ensuring that pupils attend school regularly and on time. This is because pupils, parents and carers recognise the high-quality education here. Pupils consistently demonstrate high levels of motivation. They concentrate intensely on

what is being taught. Learning goes uninterrupted. Pupils are respectful and kind towards each other and adults. They feel valued and cared for.

The school celebrates differences and diversity. Pupils learn about the importance of equality of opportunity. Staff help pupils to explore a wide range of significant people from diverse backgrounds and cultures. For instance, pupils learn about artists from around the world and the contributions that they have made to society. The curriculum is enriched by an extensive programme of extra-curricular opportunities for all pupils. These include residential visits, clubs, sporting tournaments and competitions. Pupils are proud to represent their school. They take their responsibilities seriously, such as being play leaders, mental health ambassadors and eco-warriors. The school nurtures and develops pupils' talents and interests. Pupils are well prepared for the next stage of education and life in modern Britain.

Staff value the strong teamwork in the school and the partnerships across the trust. The school greatly considers the well-being of staff and pupils. Leaders make reasonable adjustments to enable staff to maintain a healthy work-life balance. Those responsible for governance fulfil their statutory duties well. They offer challenge and support in holding leaders to account. The school is highly effective in the pursuit of excellence. This is realised through the provision of a high-quality education that enables all pupils to succeed.

## **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>	139965
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10345968
<b>Type of school</b>	Junior
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	351
<b>Appropriate authority</b>	The governing body
<b>Chair of trust</b>	Philip Harris
<b>CEO of the trust</b>	Dan Moynihan
<b>Headteacher</b>	Georgina Barnes
<b>Website</b>	<a href="http://www.harrisjuniorcarshalton.org.uk">www.harrisjuniorcarshalton.org.uk</a>
<b>Date of previous inspection</b>	16 July 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in time evaluation 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 head of the academy, the primary director, the chair and members of the governing board, senior leaders and other members of staff.
- Inspectors carried out deep dives in reading, mathematics, history, and art and design. For each deep dive, activities included discussions with leaders and teachers about the curriculum, visiting a sample of lessons, speaking with groups of pupils about their learning and considering pupils' work. Inspectors also considered the curriculum in other subjects.
- 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 considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's online surveys for staff and pupils.

### **Inspection team**

Lascelles Haughton, lead inspector

His Majesty's Inspector

Lisa Farrow

Ofsted Inspector

Neil Harvey

Ofsted Inspector

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