

Inspection of Harris Clapham Sixth Form

Inspection dates:

26 to 28 November 2024

Overall effectiveness

Outstanding

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Education programmes for young people	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Harris Clapham Sixth Form is a 16-19 free school that is part of the Harris Federation. It opened in September 2021. There are 384 students in total, 224 in year 12 and 160 in year 13. Approximately three quarters of students study A levels. The largest A-level subjects are mathematics, psychology, sociology, economics and biology. Around a fifth of students follow a combination of A levels and vocational courses. The remaining students follow a purely vocational pathway, choosing from a range of level 3 technical qualifications, the largest subjects being applied science, media studies, information and communication technology and sport.

There are 10 students studying mathematics and/or English GCSE resit courses alongside their level 3 study programmes.

What is it like to be a learner with this provider?

Students thrive at the sixth form because they have extensive opportunities to develop their character and interests. Staff actively promote the 'Clapham character', embedding the principles of courage, commitment and confidence within the curriculum. Timetabled activities such as photography, mindfulness and team sports allow students to keep healthy and develop new skills. Students feel safe at the sixth form.

Students enjoy broadening their interests and skills beyond their subject specialisms. For example, mathematics and science students can choose to take a course in story writing, or economics students an art course. A student parliament offers the chance for students to gain leadership experience. Parliament members work with leaders to organise charity and celebration events that help to build a strong, inclusive community. Students quickly gain in confidence. They can communicate well with people of different ages and interests.

Students are extremely happy with the high-quality teaching that they experience in A level and vocational subjects. They like the way that teachers use clear explanations and give them suggestions about study skills and wider reading that help them to make the transition from GCSE to demanding sixth form study. Students become more independent and highly motivated to improve. They are exceptionally well prepared for university study.

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

Leaders have a clear vision for the curriculum they offer which is designed to help young people from areas of deprivation to gain the skills, character qualities and qualifications that they need to succeed in adult life. Each subject contains demanding content and is supported by a wider curriculum that broadens students' cultural perspectives. The curriculum reflects leaders' high expectations and is ambitious for all students.

Teachers structure the curriculum exceptionally well in each subject so that students can build their knowledge and skills cumulatively. For example, A-level psychology teachers focus on research methods early in the course. This gives students the foundational knowledge that they need to evaluate the validity of psychological studies. Teachers make frequent links to prior learning, and this helps students to retain an understanding of key concepts and definitions.

Teachers use assessments very well to test students' understanding of content and how well they can recall key information. They routinely test students and give them highly effective feedback that clearly explains how they can improve. For example, in A-level economics, teachers use end of topic tests to identify where students have gaps in their knowledge. They explain the correct answers and retest in the next lesson to make sure students do not carry forward the same mistakes. In A-level mathematics, students who find drawing exponential graphs difficult are set extra

graphical tasks which teachers check. They quickly become deft and master the skills they need to succeed.

Staff teach students with special educational needs and/or disabilities (SEND) very well. They know which students need help and how best to support them because they have accurate information about each student. Leaders make sure that all teachers have effective training in how best to teach students with specific needs. Students with SEND achieve on a par with, or better than, their peers.

Students' behaviour is impeccable. Students attend well, work hard in lessons and are polite in their interactions with peers, staff and other adults. This is because leaders foster a strong culture of respect. Staff hold students to account for their behaviour through fairly applied rewards and sanctions. On occasion, students find the rules too strict. However, the vast majority appreciate the resulting benefits of being able to work in a calm, productive environment.

Students achieve well at A level and exceptionally well in vocational subjects. The vast majority of students who require a higher grade in English and/or mathematics GCSE achieve the grades they need in good time. Leaders have taken swift action to improve A-level grades A* to B in science and mathematics. This includes an increase in the level of subject knowledge in the curriculum and rigorous initial advice and guidance for students. Leaders have introduced a vocational science qualification to give students an alternative route into science degrees and careers. These measures have contributed to better A-level achievement. The vast majority of A-level students are making good progress on their courses.

Leaders and managers provide excellent careers information advice and guidance. They organise high-quality UCAS personal statement workshops and talks about degree apprenticeships from visiting experts. Students receive individual impartial careers advice from independent careers advisers. They can make informed choices about their next steps.

Governors and leaders have an excellent understanding of the strengths and areas for improvement at the college. This is because leaders have exceptionally rigorous quality monitoring in place. In partnership with the Harris Federation, they check all aspects of the provision including the quality of assessments, the results of internal and external examination and the quality of teaching. As a result, the quality of education does not vary significantly between different subjects or teachers and is of a consistently high standard. Leaders communicate information to governors extremely well so that together they can make informed decisions about improvements. For example, leaders implemented a faculty improvement plan that contributed to an improvement in A-level economics results in 2024.

Safeguarding

The arrangements for safeguarding are effective.

Provider details

Unique reference number	148555
Address	73 Kings Avenue London SW4 8DX
Contact number	02045424900
Website	www.harrisclaphamsixthform.org.uk
Principal, CEO or equivalent	James Handscombe Sarah Heuston
Provider type	16-19 free school
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the head of school, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Claudia Harrison, lead inspector

Fadia Clarke

Nazia Shah

His Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024