

Inspection of a school judged good for overall effectiveness before September 2024: Harris Primary Academy Crystal Palace

Malcolm Road, Penge, London SE20 8RH

Inspection dates:

18 and 19 March 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The executive principal of this school is Rachel Bower. The 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 (CEO), Sir Dan Moynihan, and overseen by a board of trustees, chaired by Lord Harris of Peckham.

What is it like to attend this school?

Pupils thrive in this remarkable school where everyone is treated equally. They are happy, enjoy their learning and are kept safe. Parents and carers are very positive about the education their children receive. The school has high expectations for all pupils.

The trust and school provide an ambitious and well-structured curriculum for all pupils, including learners with special educational needs and/or disabilities (SEND). Teachers adapt the curriculum to ensure that all pupils learn well and succeed. Pupils say their learning is exciting. They enjoy the numerous educational visits, which broaden their experiences. As a result, all pupils achieve extremely well.

Pupils' attitudes reflect the school's three 'golden rules' of showing respect, taking responsibility and making the right choices. Pupils live out the school's six values of kindness, integrity, unity, wonder, resilience and aspiration every day. Bullying is rare. Adults resolve any issues quickly. Consequently, pupils' behaviour is exemplary.

Pupils take up a range of leadership opportunities, which develop their talents and interests. They are involved in the life of the school and the local community, for example by leading a dance group for other pupils during playtime. Many perform at various London music venues as part of the school choir.

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

The expectations for pupils' learning are very high. Pupils work hard and produce high-quality work in different subjects, including mathematics and English. Staff have strong subject knowledge. They put their training into practice expertly.

The school's curriculum has been well designed to offer rich and demanding learning opportunities to meet the needs of all pupils in the school. The knowledge pupils need to learn is identified and sequenced in a logical order.

The curriculum places a strong focus on widening pupils' vocabulary in all subjects. Pupils are encouraged to use subject vocabulary when speaking about their learning. This helps them to learn 'new' subject vocabulary securely. This is evident when pupils write about their learning in the different subjects.

Staff continually check pupils' understanding. This enables pupils' misconceptions to be identified and addressed quickly. Literacy and numeracy knowledge are integrated into every curriculum subject. All pupils from the early years upwards practise these skills regularly. As a result, pupils learn extremely well, including learners with SEND.

The school identifies the needs of pupils with SEND rapidly and puts in place highly effective support. Staff make precise adaptations to their input to ensure that all pupils, including learners with SEND, can engage in their learning effectively. The school provides supportive and nurturing support tailored to pupils' individual needs so that pupils with SEND learn and develop well. The result is that pupils, including learners with SEND, achieve very well and are successful.

Pupils in this school achieve exceptionally well. They are able to discuss their knowledge across subjects in extended detail. They make clear and precise links to previous learning with confidence and ease. This shows all pupils learn extremely well.

The delivery of the school's phonics programme helps pupils in all year groups to read at the earliest opportunity. Reading using daily phonics begins from the first week of joining the Reception Year. All adults receive effective phonics training. Pupils read books that contain the sounds they know. Staff make checks pupils' reading regularly. Any pupils at risk of falling behind are provided with additional daily support to catch up. Almost all pupils become confident and fluent readers by the end of Year 1. The reading culture across the school is strong. There is a careful choice of books to encourage pupils to love reading. Parents are encouraged to read with their children at home.

Pupils behave exceptionally well in and out of lessons. This starts in the early years, where children play safely, take turns and share. Pupils are polite, showing respect to staff and each other. The school has effective systems in place that encourage and support pupils to attend school regularly.

The school has designed a comprehensive programme to promote pupils' broader development, which is worthy of being shared more widely. All pupils, including children in

the early years, benefit from a wide range of educational visits which underpin the ambitious curriculum. This includes residential outings and visits to museums, theatres and galleries. Pupils with SEND are given the help they need to make these events meaningful and enjoyable. Pupils are taught the importance of fundamental British values, diversity, respecting the beliefs, religions and cultures of others and staying safe, including when online. Pupils discuss these topics with maturity and have reasoned attitudes when sharing their views on potentially sensitive topics.

The governing body and the trust have an accurate view of the school's effectiveness. They work closely together with leaders and hold them to account. They maintain meticulous strategic oversight of the school. Leaders' planned priorities for school improvement are based on defined actions to sustain and develop the school's effectiveness. Staff at all levels are proud to work at this school. They consider leaders at all levels to be approachable and considerate of their workload when making decisions.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness on 1 May 2015.

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 | 139966 |
| Local authority | Bromley |
| Inspection number | 10345969 |
| 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 | 374 |
| Appropriate authority | Board of trustees |
| Chair of trust | Lord Harris of Peckham |
| CEO of the trust | Sir Dan Moynihan |
| Principal | Rachel Bower (Executive Principal) |
| Website | www.harrisprimarycrystalpalace.org.uk/ |
| Dates of previous inspection | 11 and 12 September 2019, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of the Harris Federation of schools. It includes a Nursery which offers part time places. There are no two-year-olds on the school roll.
- The school organises and manages before- and after-school wraparound care on site.
- The school currently uses one registered alternative provision.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector held meetings with the executive principal, the vice-principal and other school leaders, including the special educational needs and disabilities coordinator who is a member of the senior leadership team.

- The inspector held meetings with members of the governing body, trustees and representatives of the Harris Federation, including the director of primary schools for the federation and one of the primary assistant directors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke by telephone with a senior leader of the alternative provision used by the school and with school leaders about its use.
- The inspector observed behaviour in lessons and at other times of the day.
- The inspector scrutinised a range of documentation, including nationally published outcomes data and the minutes of governing body meetings. Information relating to safeguarding, behaviour, attendance and pupils' wider development was considered. The school's improvement plan and leaders' evaluation of the school were also considered.
- Responses to Ofsted Parent View, Ofsted's online survey for parents and carers, including parents' free-text comments, were considered. The inspector also considered the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.
- 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.

Inspection team

Pamela Fearnley, lead inspector

Ofsted Inspector

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