

# Harris Boys' Academy East Dulwich

Inspection report

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<b>Unique Reference Number</b>	135816
<b>Local Authority</b>	N/A
<b>Inspection number</b>	381927
<b>Inspection dates</b>	7–8 December 2011
<b>Reporting inspector</b>	Paul Scott HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Boys
Gender of pupils in the sixth form	Boys
<b>Number of pupils on the school roll</b>	450
Of which, number on roll in the sixth form	29
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Atkinson
<b>Principal</b>	Bartholomew Cannon
<b>Date of previous school inspection</b>	N/A
<b>School address</b>	Peckham Rye East Dulwich London SE22 0AT
<b>Telephone number</b>	020 87611910
<b>Fax number</b>	020 87616566
<b>Email address</b>	i.morton@harrisdulwichboys.org.uk

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<b>Age group</b>	Error! Reference source not found.
<b>Inspection date(s)</b>	Error! Reference source not found.
<b>Inspection number</b>	381927

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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. Twenty nine lessons were observed and meetings held with groups of pupils, members of the governing body and academy staff. The academy's work was observed and a range of documentation was analysed, including academy policies and progress tracking information. The 47 parental questionnaires and information from parent communications were also considered.

The inspection team reviewed many aspects of the academy's work. It looked in detail at a number of key areas.

- How effective is teaching at targeting individuals' learning needs particularly for the more-able students and students with special educational needs and/or disabilities?
- What impact has the specialist status had on the academy?
- What impact do middle leaders have on the outcomes for students?

## Information about the school

### Context

The academy opened in September 2009 for students in Year 7 in temporary accommodation for the first year. In September 2010 the new purpose-built academy building was opened. Staffing levels in the academy are increasing steadily as the academy grows each year. There are currently 450 students including Years 7, 8 and 9 and a small number of students in the sixth form. The sixth form is part of a federation of Harris academies sixth form provision. The academy has specialisms of sport and enterprise.

Students come from a wide range of ethnic heritages. The main groups are White British, Black Caribbean and Black African. The proportion of students with special educational needs and/or disabilities is much higher than average and few students have a statement of special educational needs. Many students speak English as an additional language but not at an early stage. Over a third of students are known to be eligible for free school meals.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

The Harris Boys' Academy East Dulwich is an inspirational place of learning where the principal has grown a skilled and committed team of professionals that are passionate about students' success.

There is a significant core of students whose outstanding behaviour contributes a great deal to the ethos of the academy and the determination for success; this is ensuring that the currently good overall behaviour is improving further as students appreciate the clear boundaries and the huge benefits that working with the academy brings to their lives. This is a boys' school that provides students with a diverse range of opportunities in which to excel. Sporting and academic opportunities abound in the school along with music, dance, debating, photography, and art, which enhance a wide range of personal skills. The academy ensures the judicious promotion of competitive spirit and celebrates the masculine virtues of students.

The extremely successful focus on developing the quality of teaching and learning is underpinned by excellent progress and attainment tracking systems. Leaders at all levels are able to promote lessons that stimulate the imagination and engage students in learning, ensuring outstanding progress over time. The positive relationships between adults and students are mature and respectful and the care that staff have for the boys is clear. Students feel safe in the academy, they contribute confidently in class, and adults model positive behaviour, reinforcing the high standards expected of all members of the academy community.

This is an academy where staff are valued, the diversity that each student brings is celebrated and expectations for success are high. Students are provided with a range of high quality opportunities that broaden horizons, deepen experiences and inspire students to aspire to the highest levels in education and beyond. The sixth form students, although small in number at the moment, appreciate the care, support and opportunities they have to participate in provision that is inclusive. Teachers are not complacent and are eager to bring about further improvements. There are opportunities to refine teaching further to ensure that there is even more challenge for individuals and extend opportunities for students to work more independently.

The academy has developed good systems to support students and to identify the individual needs of learners so that all students including those with special educational needs and/or disabilities make outstanding progress. There is a clear rationale for the curriculum that ensures students have a firm foundation for learning

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with literacy and numeracy skills that are developed well. This is allowing students to fully participate in the extensive opportunities the academy offers.

The governing body has a wide range of skills and holds the academy to account very well. They have set very challenging targets and monitor the work of the academy through clear structures and so are in a strong position to support and prompt further developments. The academy has done much to bring about community cohesion in opening success to its students. Academy leaders have ensured that a process of continuous development is well embedded, have established an inspiring place of learning in a short period of time and secured positive progress for students. This demonstrates outstanding capacity for sustained improvement.

### **What does the school need to do to improve further?**

- Refine teaching further to ensure even greater progress particularly for gifted and talented students to explore subjects to even more depth and breadth.

### **Outcomes for individuals and groups of pupils**

**1**

Students join the academy from a wide range of primary schools. Older students help them to settle quickly and contribute to the feeling of safety. Students take up and relish the wide range of opportunities they have to contribute to the academy and the wider community. Prefects are developing their new role and a wide range of talent is brought to bear in successful activities such as in sports teams, performances and the academy radio. Key Stage 2 test results and the academy's own testing indicate that students' attainment is below the national average when they join the academy. Progress is rapid with a particular focus in the early stages on acquiring good numeracy and literacy skills. Although there is no published data yet for the academy, by the end of Year 8 students' attainment is high overall and they have made outstanding progress in the core subjects of English, mathematics and science and in most of the other subjects. Because the academy has a clear understanding of individual strengths and has successful intervention strategies, the gaps from earlier learning are quickly filled. Students in Year 9 are enjoying a wide range of examination courses and tracking information indicates that they are on target for impressive GCSE and other level 2 qualifications.

Students gain a great deal from the enterprise specialism as the underlying enterprise principles are incorporated well into all subject areas. Students develop a strong sense of team work. Speaking and listening skills are encouraged in lessons and are developed very well so that students are able to confidently explain complex concepts, challenge each other and take on constructive criticism to enhance their learning. Students are polite and courteous and enthusiastically explain how, although strict, the systems in the academy benefit them and help to promote their learning and success. Students feel safe and appreciate that there are still a small

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number of students who need to embrace the intrinsic rewards of more positive behaviour. Attendance is very high. Students are developing a wider sense of the world. Workplace and other skills that will contribute to their future economic well-being are developing in a highly effective way so that the academy is preparing students very well for future educational, career and life choices.

Students are developing outstanding spiritual, moral, social and cultural understanding. A teacher exemplified this through extremely skilful references in the lesson to the joys of success, learning and living and working together. Many lessons contained small annotations to the subject content that enhanced the deep learning of individuals and brought a higher personal and community purpose to the lesson.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The senior leaders and middle leaders in the academy have a clear focus on the development of teaching and learning. As the number of teaching and support staff grows with the academy, leaders ensure that the high standards in lessons are met through clear expectations and support. Leaders also ensure that staff are empowered to plan a consistently successful and engaging range of activities to promote outstanding learning. For example, during one lesson students were able to discuss the elements of the periodic table, classify them and draw conclusions of reactivity through exciting experiments and observations that generated a thirst for further learning. Strong bonds between teachers and students ensure lessons are enjoyed and the success of learning is celebrated.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Where teaching is less successful opportunities are missed to build on the students' understanding and tasks are not sharply focused to develop individual understanding. During observation this was usually accompanied by too much teacher talk and assessment of learning being less precise. Behaviour management in the academy is strong with rewards and clear sanctions. Some parents and students feel the sanctions at times are too strict but the majority of students understand the need for very firm boundaries and then benefit from the real long-term rewards of success.

The academy has a well thought-through rationale for the curriculum that is broad and balanced. It provides a foundation for future learning built upon sound literacy and numeracy understanding. The specialist status is used effectively in enhancing provision and ensuring students have access to high-quality resources. An increasingly wide range of choices are available for students as they move through the academy. These are very well attuned to the needs of individuals. Sport, dance, catering, music, culture and the enterprise speciality enhance the experiences of students with many students taking part in the extensive range of extra-curricular activities. Students broaden their outlook on life and are exposed to new and exciting experiences not previously accessible to many of them.

There is a caring environment and a wide range of partnerships have been established to ensure that student welfare is a high priority. The academy has secured high attendance through the positive experiences students have and by ensuring that students' needs are met very well. A wide range of strategies and professional well-trained staff ensure an inclusive environment. The academy staff know students very well and are able to identify where support is needed and are adept at putting appropriate support in place.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The principal has brought a determination and passion for success that is infectious. The ambition and drive of the academy is palpable and the principal's firm philosophy is extensively shared and understood by students, parents and carers. The early success of the academy has needed a great deal of hard work. There is no sign of complacency in the leaders but a solid determination to ensure that the academy grows in a similar and sustainable vein in future. The leaders in the academy have a

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precise assessment of the successes they have had and the areas that they need to continue to develop.

The leadership of teaching and learning is outstanding because there are clear monitoring systems that are backed up by a support network that is able to develop teachers’ skills rapidly and effectively. The academy is aware of the high quality many teachers bring to lessons and understands how some small refinements in lessons could ensure even more outstanding teaching. There is a core of very strong middle leaders who are able to develop the teaching in their departments and across the academy as they understand and practice teaching methods that are very successful. All teachers are therefore able to work alongside and regularly see the best of practice.

Governors bring a rigour to their role to hold the academy to account and are able to challenge and support effectively with a distinct strategic vision. Safeguarding arrangements are good. Governors are aware of the key challenges facing the academy and are proactive and successful in seeking solutions to issues such as the access to playing fields.

The success the academy has brought to students demonstrates how very effectively it promotes equality of opportunity and tackles discrimination. This highly inclusive community embraces diversity and is working hard to ensure that access to the best education is open to its students. Much has been done to ensure community cohesion is strongly promoted locally. The academy works very well with parents and carers and is building links across communities including the Harris academies with highly effective partnership.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

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## Sixth form

The sixth form is small and growing well, showing that students are being very successful. The students’ prior attainment is lower than found nationally but students make outstanding progress and settle well into the federal sixth form. Leadership of the sixth form is highly effective. There are clear quality assurance processes to ensure that the provision for each student is appropriate. Students are extremely well supported in continuing their education journey despite any difficulties they may have had. They understand how they are part of a bigger federation and they have lessons across the Harris academies depending on the subjects that they have chosen. In this way students have access to a wide range of courses that meet their needs and preferences. Aspirations for university and further learning and careers are developed well as students have access to high quality guidance. The academy has a clear analysis of the sixth form provision that is supported by the findings of the inspection team.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
Taking into account:	1
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

## Views of parents and carers

Most parents and carers who responded to the questionnaire are pleased with the work of the academy. This reflects the hard work of the academy to include parents and carers and build real partnerships to help students progress. One parent articulated how well her son has settled into the academy and how he feels part of an extended family. Almost all parents and carers said they are well informed about progress. Some expressed concern about the strict application of rules and inspectors found that rules are applied rigidly but that students generally appreciate this and find it helps to ensure that behaviour in the academy is positive. Some parents and carers also felt the academy does not listen or take action rapidly enough. Inspectors found that the academy takes issues raised by parents, carers and students seriously and generally deals with them effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harris Boys' Academy East Dulwich to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	47	17	38	5	11	2	4
The school keeps my child safe	25	53	19	40	3	6	0	0
The school informs me about my child's progress	27	60	17	38	1	2	0	0
My child is making enough progress at this school	17	37	27	59	2	4	0	0
The teaching is good at this school	21	47	21	47	2	4	0	0
The school helps me to support my child's learning	13	28	28	61	2	4	2	4
The school helps my child to have a healthy lifestyle	5	11	32	71	7	16	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	23	24	56	3	7	1	2
The school meets my child's particular needs	12	26	28	60	6	13	1	2
The school deals effectively with unacceptable behaviour	26	57	12	26	6	13	1	2
The school takes account of my suggestions and concerns	12	27	23	51	7	16	2	4
The school is led and managed effectively	20	44	20	44	3	7	1	2
Overall, I am happy with my child's experience at this school	23	51	19	42	3	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 December 2011

Dear Students

**Inspection of Harris Boys' Academy East Dulwich, Dulwich SE22 0AT**

Thank you very much for the friendly welcome you gave to the inspection team. We enjoyed seeing you at work and speaking to you about your outstanding academy.

Many of you told us how the academy supports you and provides an exceptional range of opportunities for you. We were very impressed by your positive attitudes and how you are focused on success. You were able to talk with confidence about life in the academy including the very strong teaching. You have reached very high standards already and make outstanding progress. We think some of you could make even more progress with some refinements to teaching.

As the academy grows you will need to make sure that your early success is sustained. You come to school regularly and get involved in the learning opportunities in lessons and the wide range of extra-curricular activities. It was good to see how so many of you take an active part in the academy community and are clearly benefiting when you take up these opportunities.

The academy provides a high level of support and you have a very clear understanding of how to stay safe and healthy. You have a strong sense of right and wrong and understand what it is to be a good citizen and the benefits of contributing to society. It was encouraging to hear about your aspirations for the future, sixth form, university and interesting careers, and how you are using the opportunities in the academy to secure a positive future.

It was a privilege to meet with you and I wish you well in achieving all of your dreams. With the continued efforts you are making your success is assured.

Yours sincerely

Paul Scott  
Her Majesty's Inspector

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