

Inspection of Harris Academy Chobham

40 Cheering Lane, London E20 1BD

Inspection dates: 13 and 14 May 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Sixth-form provision **Good**

Previous inspection grade Outstanding

The executive principals of this school are Lisa Kattenhorn and Francesca Perry. 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 (CEO), Daniel Moynihan, and overseen by a board of trustees, chaired by Philip Harris.

What is it like to attend this school?

Pupils thrive here. They benefit from the excellent education provided. This starts in early years, where children secure exceptionally strong foundations. Across the primary phase, pupils demonstrate joy in their learning and achieve highly. In the secondary phase and sixth form, pupils develop a rich body of knowledge and produce work of a very high quality, although A-level outcomes in the sixth form are not currently as high as the rest of the school.

The school's 'I CHEER' values are clearly evident in daily routines. An ethos of inclusion and respect is deeply embedded across all year groups. Pupils demonstrate their pride through the school anthem, 'Never Alone'. They strive successfully to meet the high expectations that 'Chobham expects'. In the early years, children settle quickly and enjoy their learning. In the sixth form, students are mature and independent.

Pupils access an extensive range of wider opportunities. Those in the primary phase love the new outdoor play activities. Pupils benefit from meaningful trips and visits to museums, theatres and other London landmarks. They attend a wide variety of clubs including coding, photography, drama and cooking. Many pupils take advantage of the free music lessons offered by the school and participate in the whole-school band.

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

The school's curriculum is very broad and ambitious. For example, pupils learn Mandarin from Year 1, and the proportion of pupils entered for the English Baccalaureate is high. By Year 5, pupils confidently translate an ancient Chinese legend from Mandarin into English. Pupils develop exceptionally detailed knowledge across all subjects, which they recall with confidence and ease. For example, in English pupils analyse Shakespearian poetry to a progressively higher level.

The teaching of early reading is incredibly effective. The school prepares children to begin to learn reading from when they start in Nursery. They join in with songs, rhymes and stories. From the start of Reception, children learn to read systematically. They begin writing to an impressive standard which leads them to be confident and ready for Year 1. The weakest readers receive effective support to catch up quickly. As a result, they become accurate and fluent readers.

Developing pupils' vocabulary and spoken language is a priority. In the early years, staff carefully include subject vocabulary whilst talking to children during play. In the secondary phase, pupils broaden their vocabulary further through the reading-focused tutor sessions. Staff encourage them to discuss their ideas and use specific vocabulary purposefully. This helps pupils secure their knowledge and understanding deeply.

Children get off to an exceptional start in the early years. Staff have very high expectations and support children to follow clear routines. Children are very well prepared for learning in Year 1. The provision across the whole school for pupils with special educational needs and/or disabilities (SEND) is exceptionally strong. The school identifies

the needs of pupils with SEND quickly. It communicates these needs to staff effectively and ensures that learning activities are adapted successfully.

The school and trust provide an extensive range of high-quality professional development opportunities for staff, including early career teachers and middle leaders. As a result, teachers have strong subject knowledge in all phases. This enables them to identify when pupils do not understand what has been taught and address any misunderstandings promptly and effectively.

The school ensures that pupils' learning is free of any disruption. In the early years, children settle quickly and work well on their own and with their peers. In the primary phase, pupils demonstrate impressive levels of maturity and are engrossed in their learning. In the sixth form, students study diligently and act as role models for younger pupils. Pupils' attendance is high and systems for enhancing this aspect of the school's work further are well honed.

Pupils, including students in the sixth form, are well prepared for their next steps. The school has established excellent links with a range of employers. This contributes highly effectively to supporting pupils to learn about different careers, including law, finance and architecture. Different speakers give talks to the pupils, and sixth-form students benefit from work experience. The school supports pupils to understand a wide range of important topics, including mental health, financial literacy, misogyny and social media. This supports pupils to learn about living safe, healthy and successful lives. However, the opportunities for students in the sixth form to develop their talents and interests are not as extensive as they are in the rest of the school.

The school is led exceptionally well. The school, governing body and the multi-academy trust all share a clear vision of ambition and excellence for pupils. Staff appreciate the extensive support for their workload, wellbeing and professional development. The trust provides highly effective support and guidance to the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The sixth form does not consistently and extensively promote students' personal development. As a result, sixth-form students do not access as many opportunities to develop their talents and interests as they might. The school should ensure that all sixth-form students consistently benefit from a wider, richer set of experiences than currently provided. This would enable them to further develop their character and contribute more actively to the school and wider community.

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

Unique reference number	139703
Local authority	Newham
Inspection number	10377506
Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	2056
Of which, number on roll in the sixth form	331
Appropriate authority	Board of trustees
Chair of trust	Philip Harris
CEO of the trust	Daniel Moynihan
Principal	Lisa Kattenhorn (executive principal) Francesca Perry (executive principal)
Website	www.harrischobham.org.uk
Dates of previous inspection	18 and 19 June 2015, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Harris Federation.
- The school offers a breakfast club and after-school club.
- The school uses three registered alternative provisions.
- 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. 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the principal, members of the school senior leadership team, a selection of subject leaders, teachers and support staff.
- Inspectors met with representatives of the trust, including the trust secondary director and the chair of the academy governing body.
- Inspectors carried out deep dives in these subjects: early reading, science, history, modern foreign languages, art and English. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some 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's online survey for parents and carers, Ofsted Parent View, and surveys for staff and pupils.

Inspection team

Christian Hicks, lead inspector	His Majesty's Inspector
Debbie Lebrecht	Ofsted Inspector
David Bryant	Ofsted Inspector
Jennifer Bax	Ofsted Inspector
Gareth Cross	Ofsted Inspector
Piers Saunders	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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