

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

Dyke Drive, Orpington, Kent BR5 4LZ

Inspection dates:

7 and 8 May 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 headteacher of this school is Mark Maguire. 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 Lord Philip Harris. There is also an executive principal, Sam French, who is responsible for this school and four others.

What is it like to attend this school?

Pupils at this school thrive in their learning. The school is ambitious for all pupils to succeed. This is embodied in the school's vision of 'success for all'. Pupils work hard to meet these aspirations. They achieve exceptionally well and produce work of high quality across the curriculum. This is particularly true for disadvantaged pupils. The school is highly inclusive, with dedicated and committed staff.

Pupils are rightly proud of their school and enjoy their learning. They are respectful and polite to each other. From the early years, children listen attentively to adults and learn to cooperate, take turns and share. Bullying is rare, and pupils know who to speak with if they have any concerns. Parents and carers are overwhelmingly positive about the support that their children receive.

From the early years onwards, pupils benefit from a range of carefully designed wider opportunities. Pupils in all year groups develop as active citizens with a deep understanding of empathy and responsibility. The school enables them to take part in community outreach activities. Staff and leaders work together to encourage each child to embrace their unique strengths. An active pupil parliament enables pupils to have a voice and experience democracy first hand.

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

The curriculum enables pupils to excel in their learning across a breadth of subjects. Staff are experts in the delivery of the curriculum. Teachers encourage pupils to discuss their learning, which helps them build confidence in each subject. They check pupils' understanding continuously and effectively. For example, skilful questioning helps to identify any misconceptions so that these are addressed quickly. Teachers routinely recap learning, which helps pupils to retain important knowledge. Pupils, including those who may experience greater barriers to their learning, achieve standards in reading, writing and mathematics that exceed those achieved nationally. As a result, pupils are very well prepared for the next phase of their education.

There is very strong support for pupils with special educational needs and/or disabilities (SEND). Teachers make adaptations to learning, when necessary, so that pupils with SEND develop the knowledge and skills that they need. The school has an additionally resourced provision for children with autism, which is of exemplary quality. Leaders check that the additional support pupils receive is having a positive impact. Staff are well trained to support these pupils, with the assistance of external specialists.

There is a strong culture of reading across the school. Pupils develop as confident and fluent readers. This is because staff are expert in teaching children at the earliest stages of learning to read. Pupils have frequent opportunities to practise and apply what they have learned using books that are closely matched to their phonics knowledge. Staff make regular checks on pupils' reading. Any pupils who fall behind benefit from effective support to catch up quickly. The school promotes a love of reading. Pupils have access to a rich variety of texts and enjoy taking part in trips to the local library.

Children in the early years learn through a wide range of focused activities, as well as adult-led sessions. Children are helped to develop their communication through high-quality interactions with adults.

Pupils' behaviour is excellent, both in lessons and around the school. Children settle rapidly into the early years provision. The school environment is calm and orderly. Pupils who may struggle with behaviour receive targeted support, which helps them to make the right choices. The school takes a proactive stance on teaching pupils about bullying and discrimination. This contributes to an open culture where pupils feel secure and safe. The school knows its pupils and families well and is responsive to any concerns.

The school develops pupils' personal and social skills. For example, pupils learn about how to keep themselves safe online and know what to do should they have any concerns. Pupils are given opportunities to contribute to school life through roles such as eco-warriors, house captains and singing leaders. Pupils learn and understand why the fundamental British values are important.

Leadership is a strength of the school. Leaders are highly committed and well informed. They are consistent and precise in their actions to maintain and develop standards across

the school. The school liaises very effectively with parents and carers. This helps to identify and address any barriers to attendance.

Trust leaders, and those responsible for governance, ensure that staff are well supported. Staff recognise and appreciate the positive and collaborative culture. The school draws on expertise, including from the trust, to improve pupils' experience of school. Leaders have thought carefully about staff workload when developing policy and practice. This enables staff to consistently deliver high-quality education and care for the pupils in the school.

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 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 first ungraded inspection since we judged the school to be good for overall effectiveness in July 2019.

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	143426
Local authority	Bromley
Inspection number	10346034
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	Board of trustees
Chair of trust	Lord Harris of Peckham
CEO of the trust	Sir Dan Moynihan
Headteacher	Mark Maguire
Website	www.harrisprimaryorpington.org.uk
Dates of previous inspection	9 and 10 July 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Harris Federation.
- The school makes use of one registered alternative provider.
- The school has an additionally resourced provision for 19 pupils with a diagnosis of autism.

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 his evaluation of the school.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of parents, 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.
- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement. The inspector also reviewed documents related to attendance, behaviour and pupil movement.
- The inspector met with senior leaders, teachers and support staff.
- The inspector met with representatives from the local governing body. He also spoke with an executive officer from the multi-academy trust.
- The inspector considered the views of pupils and staff, including through their responses to Ofsted's online surveys.
- The inspector considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments.

Inspection team

Robert Grice, lead inspector

His Majesty's Inspector

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