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3 April 2014

Mrs Joanne Taylor  
The Executive Principal  
Harris Primary Academy Coleraine Park  
Glendish Road  
London  
N17 9XT

Dear Mrs Taylor

### **No formal designation monitoring inspection of Harris Primary Academy Coleraine Park**

Following my visit with Charlie Henry, Her Majesty's Inspector, to your academy on 2 April 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out, without notice, in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about the effectiveness of safeguarding arrangements at the academy following complaints received by Ofsted about the management of pupils' behaviour.

### **Evidence**

Inspectors scrutinised the single central record, and other documents relating to safeguarding and child protection arrangements. They also looked at a range of policies, attendance records, records of incidents of misbehaviour, and the minutes of governing body meetings. Inspectors met the Executive Principal, a representative from the Harris Federation, a representative from the governing body, and pupils. They observed break times and lunchtime arrangements, and made a short visit to every class. During the inspection, a representative from the local authority and a representative from the Harris Federation carried out a joint audit of all safeguarding policies and procedures. Their initial findings were shared with inspectors.

Having considered all the evidence I am of the opinion that at this time:

The academy's safeguarding arrangements meet requirements.

## **Context**

There are currently 387 pupils on roll, which is more than for the average-sized primary school. Almost all pupils are from minority ethnic backgrounds; a significant majority does not speak English as their first language. The proportion of pupils eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals and those in the care of the local authority) is much higher than in most schools. The proportion of pupils who need additional support is average. The proportion of pupils supported through school action plus or with a statement of special educational needs is higher than average. Mobility is higher than average, with relatively large numbers of pupils joining and leaving the academy part way through their primary education. Since the previous monitoring inspection, in March 2013, a new Principal has taken up post. An Executive Principal joined the academy in January 2014.

## **Behaviour and safety of pupils**

During the inspection, short visits to all of the classrooms provided a positive picture of pupils' enthusiasm and attitudes to learning. Pupils want to do well and, by and large, try hard and concentrate on their work. Staff praise pupils for conforming to the 'golden rules' for how they should behave and use low-key strategies to gain pupils' attention when necessary. Pupils consider that behaviour has improved over the last year, especially behaviour in the playground. They put this down to three things: the influence of the new Principal and Executive Principal; the range of opportunities they have for enjoyable learning; and the increased range of resources and facilities. Movement around the building is orderly, but not over-controlled. Break times are energetic, but not unsafe. Pupils say they feel safe and are confident that any incidents of concern, including name calling and bullying, will be dealt with appropriately by staff. They also feel that incidents are fewer now.

The academy's records show a significant decrease in staff using physical restraint as a way of dealing with pupils' inappropriate behaviour. Where restraint has been used, records state that it has been used to prevent pupils from hurting themselves or each other. This period of reduction in the use of restraint matches the improvement in behaviour reported by pupils. The incidence of fixed-term exclusion had declined until very recently when a new policy of zero tolerance was adopted as a strategy for improving behaviour. As an alternative to exclusion, and by agreement with their parents, a small number of pupils spend time in the 'focused learning room'. Here, they work away from their class on activities set by their class teacher until, after an agreed period of time, they are re-integrated into their class. This strategy appears to be working well, with an improvement in pupils' attitudes matched by gains in their progress.

Attendance figures continue to be too low and too many pupils do not attend school regularly.

## **The quality of leadership in and management of the school**

The academy carries out appropriate checks on the suitability of staff to work with children as part of its recruitment policy. All of these checks are logged in a single central record. Training in safeguarding children, including child protection, is updated regularly. Specific training in the use of force and restraint has been undertaken by some staff and plans are in place to provide training for all staff in the near future.

Leaders are currently reviewing and updating academy policies to respond to concerns and complaints from parents about how well pupils' behaviour is managed. The focus of these reviews is to ensure good behaviour is promoted as effectively as possible. As part of this process, the academy has reviewed the level of training for staff and systems for communicating with parents about their child's behaviour, including letting parents know when their children are doing well.

Although the academy meets statutory requirements for safeguarding pupils, further actions should be taken to strengthen its systems. Staff record all serious incidents, including those where physical restraint is necessary. Notes include a log of attempts to contact and inform parents about their child's behaviour. However, the quality of record keeping is inconsistent. Not all records contain sufficient detail about the incidents, the actions taken to follow them up and the results of those actions. Some pieces of information are held in different places, which does not make for a system that can be checked easily. Information from these incidents is not analysed in a systematic way to help leaders identify trends and patterns in pupils' behaviour in order to be aware of the behaviour of different groups of pupils and to be more responsive to their needs.

Absence is followed up in a systematic way, with staff calling parents on the first day of a pupil's absence to ensure that their child is safe. The attendance of each class is reported in the weekly newsletter, with regular reminders about the importance of good attendance. However, such strategies have yet to have a significant impact on improving overall attendance figures.

Governors make frequent visits to the academy and so are personally aware of the pupils' behaviour and the care the pupils receive. Behaviour, including exclusions, and attendance are discussed regularly at full governing body meetings. Nonetheless, the minutes of these meetings are very brief. They do not show how governors challenge or question leaders about the information provided or gained from their own visits. The minutes are not detailed enough to provide an audit trail of any decisions made about the actions to be taken.

## **External support**

The Harris Federation has provided a substantial amount of advice and support to strengthen the capacity of leaders, as well as a range of training for staff. Together with a representative from the local authority, a senior person from the Harris

Federation carried out a joint review of all safeguarding policies and procedures on the same day as the inspection visit.

### **Priorities for further improvement**

- Improve the quality of record keeping of incidents of misbehaviour and the detail of the actions taken as a result.
- Analyse and use this information in a systematic way to identify trends and patterns of behaviour, in order to improve the provision and identify further training needs.
- Improve attendance rates so that they are at least in line with the national average.

I am copying this letter to the Director of Children's Services for Haringey, to the Secretary of State for Education, the Chair of the Governing Body and the Academies Advisers Unit at the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Jane Wotherspoon  
**Her Majesty's Inspector**