

Harris Primary Academy Coleraine Park

Glendish Road, Tottenham, London, N17 9XT

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- In the words of one staff member, 'This academy has a very supportive environment where everyone works in collaboration to support and challenge each other.'
- Pupils are proud of their academy. They say they feel very safe. Pupils are polite, eager to learn and very friendly.
- Outstanding teaching and learning in each key stage enable pupils to make quick and sustained progress in all subjects. As a result, all groups, regardless of their level of ability, are doing well throughout the academy.
- Pupils' behaviour is exemplary. Pupils of all ages play and learn together harmoniously. They respect adults and love to learn.
- Pupils' spiritual, moral, social and cultural development is exceptionally well promoted. A range of vibrant and interesting activities is provided, which enrich pupils' learning significantly.
- The executive principal is an inspirational leader. She is highly ambitious for the academy and has a clear vision for raising standards.
- Achievement is outstanding. From very low starting points, pupils make rapid progress. Standards reached by all groups of pupils at the end of Year 6 are now the same as those reached by pupils in other schools.
- Teachers are expert at planning challenging and interesting activities. Their marking makes sure that pupils know how to improve the quality of their work.
- Teaching assistants are highly skilled and provide excellent support for the pupils with whom they work.
- Leadership and management at all levels, including governance, are outstanding. This has a direct impact on the high quality of teaching and pupils' outstanding achievement.

Information about this inspection

- Inspectors observed teaching and learning in all classes. They visited 28 lessons; many of these were joint observations carried out with the principal.
- In addition to looking at pupils' work in lessons, inspectors carried out a scrutiny of pupils' books. They also attended an assembly, visited the breakfast club and listened to pupils read.
- Inspectors held discussions with leaders and managers including governors, staff and pupils and with a representative from the Harris Federation.
- They met parents informally at the end of the academy day to find out their views about the academy. They considered the 14 responses to the online questionnaire (Parent View). Inspectors also took account of 21 staff questionnaires.
- Inspectors looked closely at a wide range of documentation. This included the academy's information about the progress of pupils and their behaviour, as well as leaders' evaluations of the academy's strengths and areas for development. They studied the improvement plan, safeguarding policies and records relating to checks on teachers' and the academy's effectiveness.

Inspection team

Gay Whent, Lead inspector

Additional Inspector

Kanwaljit Singh

Additional Inspector

Olson Davis

Additional Inspector

Full report

Information about this school

- Harris Primary Academy Coleraine Park is a larger-than-average-sized primary school.
- The current executive principal is the fourth leader of this academy.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly below the national average. The proportion supported through school action plus or with a statement of special educational needs is above the national average. These pupils have a variety of barriers to learning, which are mostly related to speech, language and communication needs.
- The proportion of pupils supported by pupil premium is much higher than found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and those who are looked after.
- The very large majority of pupils are from minority ethnic groups. The proportion of those pupils for whom English is an additional language is above average.
- The school runs a breakfast club which is managed by the governing body.
- Harris Primary Academy Coleraine Park converted to become an academy on 1 September 2012. When its predecessor school, Coleraine Primary School, was last inspected by Ofsted, it was judged as requiring special measures.
- In the first year of the academy, there was a high turnover of staff, but staffing is now more stable.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Fully embed the academy's successful strategies to speed up progress in improving attendance.

Inspection judgements

The achievement of pupils is outstanding

- Standards in reading, writing and mathematics have risen rapidly throughout the academy since it opened in September 2012. There is a very rigorous focus on improving teaching and learning. High proportions of pupils make exceptional progress.
- Children enter Reception with lower levels of knowledge and skills for their age. They make at least good, and often exceptional, progress in speaking, reading and writing and carrying out simple calculations. They play happily and extremely well together both inside and out.
- Attainment in reading, writing and mathematics at the end of Year 2 is now average. This has been improving well year on year. Pupils make good or better progress from the start of Year 1. The teaching of the sounds that letters make is especially effective. The results of the Year 1 phonics check have been above average for both boys and girls in the last two years.
- A strong emphasis is placed on developing literacy and numeracy skills. At the end of Year 6, the pupils' achievement is outstanding. Their attainment is now the same as other pupils nationally.
- Pupils eligible for additional funding make outstanding progress in reading, writing and mathematics. Their needs are identified accurately and effective strategies put into place to aid their learning. In the 2013 national assessment at age 11, their attainment was in line with that of other pupils in the academy and above national comparative figures in writing and mathematics.
- Disabled pupils and those who have special educational needs, as well as pupils from minority ethnic groups, also attain well and make good or better progress. This is because teachers set work at just the right level of difficulty and provide highly effective support and guidance whenever it is needed. The achievement of those pupils who speak a different language is outstanding, particularly in writing. This is as a result of a very systematic and structured approach which focuses on the development of vocabulary.
- Challenging tasks enable an increasing number of the most able pupils across the school to reach higher levels in their work.
- Most pupils are confident and competent readers. Older pupils readily share their love of books. These include a wide range of books by favourite authors, including Michael Morpurgo and Roald Dahl. They also enjoy different types of books, such as *Horrible Histories*.

The quality of teaching is outstanding

- Leaders' emphasis on rigorously improving teaching and learning has resulted in teaching being outstanding. Pupils are taught extremely well in an atmosphere where all are valued. As one teacher commented, 'Teaching and learning are continuously improving; progress is increasing; gaps closing. Fabulous!'
- Speaking and listening activities are used well to enable those pupils who speak a different language to develop their understanding. This enables pupils to improve fluency by explaining their learning. In a Year 2 lesson, all pupils were absorbed when describing the characters in their fantasy story.
- Teachers and their teaching assistants regularly and thoroughly assess pupils' learning. They plan precisely what pupils need to do next to give them just the right level of challenge. As a result, lessons are planned and structured well.
- Pupils in Year 6 are very complimentary about their teachers and agree that they are 'excellent'. The principal remarked, 'In the best lessons, teachers challenge children to do better, minute by minute, lesson by lesson, day by day.'
- Teachers have high expectations for pupils' behaviour and this ensures a calm and purposeful atmosphere as they work. Resources are used consistently well to bring subjects alive and to reinforce learning. All adults, including teaching assistants, support and question pupils effectively, not only to test their understanding but also to extend their learning.

- Across the academy, teachers make learning fun. They encourage pupils to explain their thinking rather than just getting the right answer. When Year 1 pupils were summing up their investigation on using materials to slow down the melting of ice cubes one said, 'I didn't know that bubble wrap can keep ice solid, longer.'
- Checks on learning help pupils to secure what they have learned and work towards ambitious goals. Pupils benefit from having their books marked regularly. Marking is of consistently high quality throughout the school. Written comments help pupils understand the next steps in their learning. Pupils are typically given the chance to act upon the advice given, which enables them to know how to improve their work.
- The academy actively celebrates good handwriting and orderly presentation. Books show a high quantity of learning. A large writing display states clearly that 'there is no excuse for sloppy, untidy handwriting'.

The behaviour and safety of pupils are outstanding

- Most parents agree that their children are happy at the academy and well looked after. Staff unanimously agree with this. The academy enjoys positive relationships with parents. They particularly value the staggered entry to the academy day so that pupils are able to come into school at an earlier time to start their learning.
- Pupils display a thirst for knowledge and a love of learning. They are very proud of Harris Coleraine Park. When one pupil tried to think of the best things about the academy he said, 'I am speechless!' He had so many things he wanted to include.
- The behaviour of pupils is outstanding. Pupils show many attributes of very good behaviour for learning. They know what it is to try hard, persevere and show resilience when tasks include a challenge. As a result, lessons flow smoothly without disruption.
- At the heart of this exemplary behaviour are the excellent relationships between pupils and adults, which are a real strength of the academy. This is seen in lessons, on the playground, in assemblies or in the dining hall. All staff work tirelessly to foster these.
- The academy is a happy and welcoming learning community. The academy actively embraces diversity. This is seen in the large banners across corridors which clearly state, 'We are a multinational school. We come from many countries across the world.'
- Pupils are consistently punctual in arriving at the academy. This is due not only to the staggered entry system, but also the positive start provided by the breakfast club for those families who need it. The whole school assembly begins at 8.55am each day.
- The academy's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe. They know how to keep safe when they use the internet. Older pupils readily explain what bullying is; although they say it rarely, if ever, happens. They know they can turn to any adult if they needed help.
- Pupils agree that the behaviour seen during the inspection is typical. Skilled and highly consistent behaviour management by all staff contributes to a very positive climate for learning throughout the whole day.
- The importance of regular attendance now has a high profile within the academy. The executive principal leads a relentless drive to ensure that all pupils and their parents realise how essential it is for them to come to the academy every day in order to learn well. The weekly newsletter celebrates those classes with 100% attendance. Attendance has risen rapidly from below average and is now much closer to the national average.

The leadership and management are outstanding

- The executive principal is passionate about making sure that every adult in the academy's

community goes the extra mile for all the pupils. She constantly refers to the academy's motto 'to be and achieve exceedingly, abundantly, above all, you can think or imagine'. Her determined leadership inspires all members of the community to work their hardest to develop an outstanding academy. Adults and pupils alike speak glowingly about her supportive leadership.

- A very effective senior leadership team drives academy improvement with the executive principal. The academy works closely with consultants in the federation who have high levels of expertise. As a team they coach, mentor and support other teachers to carry out their roles to a very high standard. This is extremely effective for those teachers at the beginning of their careers, as well as those from overseas.
- Leaders at all levels, including middle leaders, focus sharply on making sure that all pupils fulfil their potential. This includes ensuring that pupils have equal opportunities to prosper and that there is no discrimination. This vision is shared throughout the whole academy community.
- A wide range of visits to London museums and galleries contributes to making learning a memorable and exciting experience. The academy's theme-based learning is rich and vibrant. A resident artist and a drama specialist use their expertise to extend pupils' knowledge and understanding. Pupils' spiritual, moral, social and cultural development is outstanding. Displays link well to current learning. Pupils' work is used to show best practice and good effort.
- Primary school sport funding is carefully allocated. An action plan focuses on improving staff skills and confidence in teaching a variety of sports. A full time specialist teacher delivers high quality lessons for teachers to see. The academy is using the funding so that more pupils participate in a much wider range of sporting activities.
- Safeguarding arrangements are thorough and fully in place.
- The Harris Federation has provided highly effective strategic and financial support for the academy.
- **The governance of the school:**
 - Governance of the academy is strong and well organised. The governors know Harris Coleraine Park Academy well. They challenge its performance in terms of achievement, attendance and the quality of teaching. They have very high expectations that attainment continues to improve, especially when compared to other schools. They monitor teachers' targets well and ensure that good teaching is recognised and rewarded. Governors fully understand what is being done to tackle any underperformance. They are very well trained. Governors ensure that safeguarding procedures meet statutory requirements and are rigorously applied. They ensure that additional funding is used very effectively to support pupils' achievement. The governing body uses the valuable range of expertise among its members to improve the academy's performance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138446
Local authority	Haringey
Inspection number	446896

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

Type of school	Primary
School category	Academy alternative provision sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	377
Appropriate authority	The governing body
Chair	Susan Head
Executive Principal	Joanne Taylor
Date of previous school inspection	Not previously inspected
Telephone number	020 8808 2045
Fax number	020 8808 0487
Email address	info@harrisprimarycolerainepark.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

