

Inspection of a good school: North Harringay Primary School

Falkland Road, Hornsey, London N8 0NU

Inspection dates:

11 and 12 January 2023

Outcome

North Harringay Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to be part of this happy and diverse community, where differences are celebrated. Each day, pupils aim to live the school values of being collaborative, ambitious, resilient and empathetic. The inclusive ethos of the school ensures that families and pupils feel welcome.

Pupils behave well. They work hard in their lessons. Pupils listen carefully to their teachers and to each other. They are kind and polite. Pupils are safe and feel safe at school. If they have any concerns, they know that they can speak to a trusted adult who will help them. Bullying is rare. If it does occur, it is dealt with quickly by staff.

Leaders are committed to providing exciting and meaningful opportunities designed to promote the wider development of pupils. For example, pupils are eager to explore the rooftop garden, where they plant and grow their own vegetables. All pupils, including those with special educational needs and/or disabilities (SEND), have regular opportunities to experience the arts and music. They attend a wide variety of activities, such as football, dance, chess, animation, choir and cookery. These are provided to help them to develop their creative interests and talents.

Leaders know pupils and their families extremely well and have built strong working relationships with them. Parents and carers are happy with all aspects of the school's work.

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

Leaders have designed a broad and balanced curriculum that matches the breadth and ambition which is expected nationally. They have identified the important knowledge that they expect pupils to learn and remember. This is sequenced, so that pupils build their understanding cumulatively. For example, children in early years develop a secure understanding of numbers to five and the relationships and patterns between them. Older pupils draw on this knowledge of place value and number facts to solve increasingly

complex word problems. Similarly, in French, pupils learn and practise key vocabulary and phrases. This supports them, later on, to speak accurately in full sentences. This knowledge is reinforced when pupils and their families join in with the French breakfast, putting their language skills into practice.

However, in a few subjects, staff have varying levels of subject knowledge. This means that they do not consistently identify and address the misconceptions in pupils' learning. As a result, the implementation of the curriculum in these subjects is not as effective.

Reading is a priority for leaders. The delivery of the school's phonics programme helps pupils to build their knowledge right from the start of early years. Staff are well trained to teach pupils to read. As a result, pupils learn to read fluently and confidently. 'Reading warriors' promote reading for pleasure across the school. They share and read their favourite books with their peers. This helps all pupils to develop a love of reading. Pupils speak with enthusiasm about the books that they have read. They particularly enjoy taking part in the 'Biblio Buzz' reading competition and attending the awards ceremony at Alexandra Palace.

Pupils with SEND access the same curriculum as their peers. This is because teachers understand their barriers to learning well, and adapt activities and resources to support their needs. Leaders have high expectations of pupils. As a result, they behave well and are motivated to learn. This ensures that lessons are not disrupted.

The curriculum is designed purposefully to support pupils' wider development. For example, pupils learn about equalities and why it is important to be aware of and respect each other's differences. Pupils explore and debate local and wider issues as well as current affairs. Pupils engage with views, beliefs and opinions that are different from their own in a considered and respectful way. This ensures that pupils are well prepared for life in modern Britain.

Teachers and staff spoke positively about the support that they receive from leaders. They said that leaders and governors are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The school's inclusion team works in close partnership with outside agencies to support pupils and their families. Leaders and staff act swiftly to report any concerns they may have. Leaders are tenacious in following up concerns, especially for those families who may be more vulnerable. This means that pupils and families get the help that they need.

Pupils learn, in an age-appropriate way, about healthy relationships, including the importance of consent. They are taught about how to stay safe while online and are made aware of the dangers associated with gang affiliation.

Leaders and governors ensure that all staff have regular and up-to-date safeguarding training. All necessary pre-employment checks are completed prior to employment.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, some staff have underdeveloped levels of subject knowledge and expertise. This leads to inconsistencies in how well staff implement the intended curriculum. Leaders should ensure that subject leaders and staff develop and refine their subject-specific knowledge. They should support staff to ensure that any errors or misconceptions are identified and addressed, so that pupils learn and remember more.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be good in October 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	134681
Local authority	Haringey
Inspection number	10255492
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	422
Appropriate authority	The governing body
Co-chairs of governing body	Mrs Rebecca Wheeler and Mr Ben Horton
Headteacher	Mr Darren Lock
Website	www.northharingayprimaryschool.org.uk/
Date of previous inspection	10 October 2017, under section 8 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the previous inspection.
- Leaders do not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and two assistant headteachers. Discussions were also held with other leaders.
- The inspector met with four representatives of the governing body, including the co-chairs. A discussion was held with a representative of the Haringey partnership.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with pupils and looked at samples of their work. The inspector also considered other subjects as part of this inspection.

- The inspector observed pupils' behaviour at lunchtime.
- The inspector checked the single central record of recruitment checks and spoke with designated safeguarding leads about leaders' and staff's work to keep pupils safe.
- The inspector considered the views of pupils, parents and staff through both discussions and considering their responses to Ofsted's online surveys.

Inspection team

Dawn Titus, lead inspector

Ofsted Inspector

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