

Inspection of an outstanding school: Harris Primary Academy Philip Lane

Philip Lane, Tottenham, London, N15 4AB

Inspection dates:

11 and 12 June 2024

Outcome

Harris Primary Academy Philip Lane continues to be an outstanding school.

The head of academy is Lois Longstaff. This school is part of 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, Daniel Moynihan, and overseen by a board of trustees, chaired by Philip Harris.

What is it like to attend this school?

Pupils love coming to this school. They arrive happily each day ready to grow in their knowledge and confidence through their learning.

The school have put their three 'Rs' of 'respect, responsibility and resilience' at the heart of all that happens here. Staff teach pupils how to adopt these principles into their learning and play. Pupils were keen to explain the ways that they uphold these values in how they act and speak.

Pupils have a real zest for learning the school's curriculum. It is academically ambitious for all, including those with special educational needs and/or disabilities (SEND). Training for staff ensures that they have the knowledge and expertise to deliver the curriculum very effectively. They are also able to continually adapt and improve learning so that pupils' achievement across subjects is exceptionally strong.

Behaviour is impeccable. Pupils support each other willingly, inside and outside of lessons. This is because day-to-day school life is based on a shared vision of everyone achieving success together. The school works well to ensure that pupils and parents and carers know the importance of coming to school every day. Attendance is high. Pupils are happy and are kept safe.

Pupils' wider development is at the heart of the curriculum. The school ensures that there are rich opportunities, both inside and outside of the classroom, for pupils to grow their leadership skills and cultural capital.

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

Across subjects and year groups, pupils excel in their learning. The source of pupils' success is rooted in the school's aspirational ethos. Leaders have ensured that pupils learn an ambitious and broad curriculum. It is based on the ambition of the national curriculum, and for many subjects it exceeds it.

Reading is at the heart of the school. The learning of reading is prioritised from the first day of Reception. An ambitious phonics curriculum and comprehensive work to develop a love of reading form the key pillars of the school's work. Staff delivering the early reading curriculum have regular training and support. This enables them to become experts in helping pupils to flourish in their reading. Assessments are used effectively to identify where pupils need further support and make any necessary adaptations to pupils' learning. All of this enables pupils to become confident readers.

The school focuses sharply on making sure that pupils develop a rich appreciation and understanding of their subjects. This is not at a surface level. High levels of teaching expertise play a pivotal role in ensuring that pupils develop a deep and detailed understanding of subject content. Pupils appreciate learning from teachers who have an excellent understanding of their subject. The school provides regular, purposeful training to support teachers in delivering its ambitious curriculum successfully.

Assessment is used to make sure that the curriculum is having the intended impact on how well pupils' learn. When pupils need further support, timely interventions are put in place or the planned learning is adapted to allow pupils to be successful.

In early years, children experience an aspirational, carefully designed curriculum that supports them to blossom. What children need to know has been identified and prioritised. The school also identifies any specific needs that children may have when they join the school. Through careful planning, staff ensure that those children receive the help and experiences needed to learn the curriculum well. Decisions about curriculum content and how it is taught are made astutely, with a focus on getting all children ready for what will be learned in subjects from Year 1 upwards.

Leaders want all pupils to learn the entire curriculum. To support this to happen, teaching staff receive training about how best to support their pupils in the classroom. Pupils with SEND are quickly identified. Leaders, parents and external agencies all work together seamlessly to ensure the best possible outcomes for pupils. Pupils' views and experiences are actively listened to when considering what extra support is needed.

Behaviour is a strength of the school. Pupils work well in lessons to support the learning of each other.

Leaders have given careful thought to the personal development curriculum. High-quality experiences foster pupils' wider cultural awareness and understanding. They are taught about fundamental British values and why it is important to be respectful of difference, including differences that are protected by law. The school makes sure that all pupils, especially those who are vulnerable, have equal access to clubs and educational outings.

Helping pupils to become successful and independent citizens is also prioritised, including through the large number of residential trips that pupils are offered. Pupils said how much they grow from these experiences, and that they particularly enjoy their trip to the farm in Year 6.

Leaders listen to the views and suggestions of staff. Staff appreciate the support that they receive for their well-being.

The trust and the local governing body provide very effective support for the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in February 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	138447
Local authority	Haringey
Inspection number	10327664
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	Board of trustees
Chair of trust	Philip Harris
CEO	Daniel Moynihan
Headteacher	Lois Longstaff (Head of Academy)
Website	www.harrisprimaryphiliplane.org.uk
Dates of previous inspection	5 and 6 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school currently makes no use of alternative provision.
- The head of academy was appointed to the role since the last inspection.

Information about this inspection

The inspectors carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspector met with the head of academy and members of the school leadership team. He also met with the chair of governors and representatives from the trust.
- The inspector carried out deep dives in these subjects: art, early reading and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspection also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector spoke to pupils during lesson visits. The inspector observed pupils' behaviour in lessons and at break and lunchtimes. The inspector also spoke to staff about behaviour and about their workload in the school.
- The inspector considered responses to Ofsted's online surveys for parents, pupils and staff.

Luke Stubbles, lead inspector

His Majesty's Inspector

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