

# Inspection of Crowland Primary School

Crowland Road, London N15 6UX

---

Inspection dates:	8 and 9 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

This is a happy and welcoming school. Pupils enjoy coming to school each day and attend regularly. Pupils know the school's values of co-operation, achievement, respect and enthusiasm (CARE). They strive to live up to these at all times.

The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). It makes sure that all pupils are fully included in the life of the school.

Pupils behave well in lessons and around the school. They are committed to their learning. Pupils are respectful, polite, and behave responsibly. Pupils know that bullying, when it occurs, is never tolerated and is swiftly dealt with. They feel well cared for and know who to talk to if they have any worries or concerns, no matter how small. Pupils are kept safe here.

Teachers encourage pupils to take on wider responsibilities. Pupils are keen to get involved in the many opportunities available such as becoming history, digital and eco-ambassadors. This helps them to learn about being responsible citizens and enables them to contribute to the life of their school. Pupils see themselves as global citizens, but also very much part of their local community.

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

Pupils learn an ambitious curriculum that matches the breadth of what is expected nationally. The rich curriculum begins in early years, where provision is exceptional. There is a strong focus on developing communication and language. Children learn to listen attentively, follow routines and respond appropriately to questions and instructions. In mathematics, children in early years practise sorting and matching shapes and counting forward and back in different steps. This helps them when they begin to learn their multiplication tables in later years.

The school have decided the important knowledge they want pupils to know and remember as they move up through the school. Sometimes, the essential vocabulary that pupils should learn is not made explicitly clear. On occasion, teaching does not ensure that important prior knowledge and key vocabulary is understood securely. As a result, in a few subjects, pupils do not recall and connect important prior learning to their current learning. This leads to gaps in some pupils' knowledge.

Reading is a priority from the moment children join the early years. Books are well matched to the sounds pupils are learning. This means that pupils become familiar and confident with phonics early in their school life. They achieve well in the Year 1 phonics screening check. Most become confident readers before they enter key stage 2. Staff track how well pupils read and give additional help to those who fall behind. However, by the end of key stage 2, published outcomes indicate that many pupils are not as secure in reading as they should be.

Pupils with SEND are fully involved in lessons, as well as the broader life of the school. The needs of pupils with SEND are identified accurately. Staff make adaptations to learning in class to ensure that pupils progress successfully through the curriculum. Pupils with SEND achieve well.

The school has robust systems for ensuring that pupils attend school regularly and on time. They work together with families and other agencies to ensure that pupils' well-being and welfare are carefully monitored and attendance is rising every year.

The school has high expectations for pupils' behaviour. Staff establish effective routines from the start of the early years, where behaviour is exemplary. Most pupils behave well and show consideration for each other, and courtesy to adults. At breaktimes and lunchtimes, pupils play happily together.

Pupils' personal development is a key feature of this school and is excellent. The school provides a thoughtful, well-planned personal development programme that is rooted in the values of the school. Pupils are respectful of differences in people's views, beliefs, backgrounds and ways of life. They are taught the importance of tolerance and democracy, and how to stay safe, including online. Staff encourage pupils to take care of their personal safety and well-being. Representatives of the fire brigade recently spoke about fire safety and police spoke to older pupils about the dangers of gangs and knife crime. The school provides a wide range of extra-curricular clubs. These include skateboarding, yoga, cooking, ballet and choir. The school ensures all pupils have equal access to these opportunities.

Staff report that the school cares about their workload and are supportive. Governors are aware of the challenges the school has faced in recent years and are committed to supporting the school. They are effective in ensuring that it continues to thrive in the local community.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- A few subjects are still in the early stages of implementation and some pupils struggle to understand and recall the vocabulary being used. The school have not identified some of the gaps in prior learning and essential key vocabulary that pupils need to learn. The school should develop subject-specific training and guidance to help staff develop their expertise to enable them to implement the planned curriculum effectively.

## 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

<b>Unique reference number</b>	102129
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10345781
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	400
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ian Ferguson
<b>Headteacher</b>	Stavroulla Stavrinou and Craig Winnard (co-headteachers)
<b>Website</b>	<a href="http://www.crowland.haringey.sch.uk">www.crowland.haringey.sch.uk</a>
<b>Date of previous inspection</b>	3 and 4 October September 2014, under section 5 of the Education Act 2005

## Information about this school

- The school runs a breakfast club and an after-school club.
- The school uses no alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- 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. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the co-headteachers, other leaders, teachers and staff. They spoke with members of the governing body including the chair of governors and also spoke with a school improvement partner.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, music and science. For each deep dive, the inspectors met with subject leaders, considered the curriculum, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of school 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 inspectors met with some parents at the start of the school day. The views of pupils, parents and staff were gathered through discussions as well as considering their responses to Ofsted's online surveys

### **Inspection team**

Sean Flood, lead inspector	Ofsted Inspector
David Bryant	Ofsted Inspector
Dawn Titus	Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024