

Inspection of Harris Primary Academy Coleraine Park

Glendish Road, Tottenham, London N17 9XT

Inspection dates: 21 and 22 January 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

The head of academy of this school is Hannah Wakelin. 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, Sir Dan Moynihan, and overseen by a board of trustees, chaired by Lord Harris of Peckham. There is also an assistant director, Marie Corbett, who is responsible for this school and 3 others.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding 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?

The school is a highly nurturing and inclusive community that values and celebrates each pupil as a unique individual. This ethos drives its exceptionally strong, embedded ambition to remove all limits and barriers to what pupils can achieve. Through a very carefully designed curriculum and tailored support for every pupil, this ambition is fulfilled. Staff set very high expectations from the moment pupils join the school. Pupils rise to meet these expectations consistently. As a result, they are exceptionally well prepared for the next stage of their education.

Pupils demonstrate exemplary behaviour. They show kindness, responsibility and consideration, demonstrating high levels of self-control. This begins in the early years, where children learn and follow daily routines quickly. The school's 'golden' rules, alongside its core values, are embedded in daily life. This creates a calm and purposeful atmosphere across lessons and throughout the school. Pupils feel safe and supported by strong, caring relationships with adults.

The wider curriculum is thoughtfully designed to promote pupils' independence and confidence. Carefully planned trips, including residential for older pupils, form a key part of this work. The school instils high aspirations in pupils. This is exemplified through pupils taking part in external sporting competitions or performing in an annual choir concert at the Excel Centre.

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

The school maintains a sharp focus on embedding ambition through its consistently well-designed and sequenced curriculum. This begins in early years, with the school tailoring the curriculum exceptionally well to its context. It provides plentiful opportunities for pupils to grow as independent, confident and highly successful learners. The school puts great thought into making learning relevant and inspiring. For example, history lessons include learning about significant local figures, such as Walter Tull, who played for a nearby football team from 1909 to 1911.

The curriculum builds pupils' knowledge systematically. It prepares them to tackle complex ideas, while fostering language acquisition exceptionally well. In early years, children learn to use words with high levels of skill. For example, they describe using 'scissors to create a spiky finish' when designing and creating using junk modelling. By Year 6, pupils explain confidently the best type of stitch for a utility belt to ensure its strength, demonstrating their excellent grasp of the language needed across subjects.

A love of reading runs through all aspects of the school. It is given the very highest priority. Pupils are enthusiastic about books and adore reading, as well as being read to. Highly skilled staff deliver the phonics programme with precision and consistency from the moment children start school. Reading books are expertly matched to the sounds pupils know, providing targeted practice to build accuracy and confidence. As a result, pupils develop the ability to decode and read fluently to a high standard. The school selects

high-quality texts to ensure that each year group experiences an extremely rich range of literature.

The school is highly ambitious for pupils with SEND. It works tenaciously to make sure that pupils with SEND are identified promptly and their needs are supported through bespoke and timely extra help. The school engages exceptionally well with external agencies and families about any additional provision for pupils. This is central to the school's approach, ensuring that pupils receive the best possible support.

Pupils demonstrate exemplary behaviour due to the clear and consistently applied expectations. From early years, children develop a highly focused attitude towards learning, supported by staff who foster their independence and readiness for Year 1 very skilfully. For instance, 'menu' boards across the provision encourage problem-solving and critical thinking through carefully designed questions and challenges. Attendance is a high priority, with staff working closely with parents and carers to promote and maintain remarkably high attendance. This collaborative approach leads to very positive outcomes for pupils.

The school provides exceptional opportunities for pupils' personal development, fostering well-rounded individuals who demonstrate integrity. From an early age, pupils learn to respect diverse families. Wide-ranging, targeted leadership roles, such as librarians who take pride in running the reading café, promote responsibility very successfully. Pupils gain a deep understanding of democracy through the selection processes for these roles.

The school develops pupils' cultural capital especially carefully. It is embedded within its curriculum design. This includes thoughtfully planned trips and an array of enriching experiences. Starting in Nursery and continuing through to Year 6, these trips include visits to museums, theatres and key places of interest across London. Pupils participate in highly engaging events designed to help them to explore future careers and their roles as citizens. For instance, visitors from various professions deliver talks and lead interactive workshops, inspiring pupils from the early years onward.

Leaders, including trustees and those responsible for local governance, have established an exceptionally ambitious culture that places pupils' learning at the heart of everything they do. Together with the federation, the school provides staff with high-quality, targeted training, while prioritising their well-being and workload with great diligence. As a result, staff plan and deliver the curriculum with dedication and expertise.

Safeguarding

The arrangements for safeguarding are effective.

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	138446
Local authority	Haringey
Inspection number	10345942
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	452
Appropriate authority	Board of trustees
Chair of trust	Lord Harris of Peckham
CEO of the trust	Sir Daniel Moynihan
Principal	Marie Corbett (Executive principal)
Website	www.harrisprimarycolerainepark.org.uk
Date of previous inspection	8 and 9 July 2014, under section 5 of the Education Act 2005

Information about this school

- An acting head of academy was in post during the inspection.
- The school runs its own breakfast and after-school club.
- The school currently does not use any 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 and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, a number of teaching staff, the primary director of education of the Harris Federation and the chair of the local governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors took account of the views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys.

Inspection team

Karen Kent, lead inspector

His Majesty's Inspector

Abdul-Hayee Murshad

Ofsted Inspector

David Worrall

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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