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7 March 2013

Miss S French  
Executive Principal  
Harris Primary Academy Coleraine Park  
Glendish Road  
London  
N17 9XT

Dear Miss French

### **No formal designation monitoring inspection of Harris Primary Academy Coleraine Park**

Following my visit with Susan Gadd, Her Majesty's Inspector, to your academy on 5–6 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the academy's predecessor school was judged to be a school causing concern.

### **Evidence**

Inspectors observed the academy's work and scrutinised documents including the academy's plans for improvement, information on the attainment and progress of pupils and the academy's self-evaluation. The inspectors visited 22 part-lessons, three of which were observed jointly with the executive principal, they heard eight pupils read and met with the executive principal, the vice principal, senior leaders, a group of pupils, the Chair of the Governing Body, one other governor and the director of primary education of the Harris Federation. Inspectors also carried out informal discussions parents and carers.

Having considered all the evidence I am of the opinion that at this time the academy is making reasonable progress in raising standards for all pupils.

## **Context**

The Harris Primary Academy Coleraine Park opened in September 2012 on the site of the predecessor school. There are currently 387 pupils on roll which is more than for the average-sized primary school. Almost all pupils are from minority ethnic backgrounds and there is a significant proportion whose first language is believed not to be English. The proportion of pupils eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals and those in the care of the local authority) is much higher than in most schools. The proportion of pupils supported by school action is average. The proportion supported through school action plus or with a statement of special educational needs is higher than average. Mobility is higher than average, with relatively large numbers joining and leaving the academy part-way through their primary education.

All staff transferred from the predecessor school to the academy. But since that time there have been a number of staff changes. The vice principal and one teacher left at the end of December 2012. The Principal, one assistant principal and one teacher are leaving at the end of March 2013. Currently the Principal is on long-term sick leave. There is a temporary executive principal and temporary vice principal in post at present. A new governing body was set up to provide a strategic lead in the academy from September 2012. The academy specialism is literacy.

## **Achievement of pupils at the academy**

Children enter in the Reception classes with skills and abilities that are well below the levels found nationally. When the academy opened in September 2012, pupils' attainment was low. During the first term of the academy's existence, pupils' progress was slow. However the most recent information the academy has gathered on pupils' achievement shows that rates of progress are increasing. Although attainment remains below that of all pupils nationally, the gap is beginning to close and more pupils are making expected progress. However, the speed of improvement is not consistent for all groups of pupils or in all classes because the quality of teaching is too variable. In most lessons observed during inspection, pupils were making reasonable gains in their learning. However, there is insufficient challenge to enable them to make more rapid progress. In some lessons pupils made inadequate progress. The progress of pupils who are at an early stage of learning English is also inconsistent due to the variation in provision to support their learning. These pupils make better progress when visual prompts are provided to support their understanding and language is modelled well.

The academy's information on pupils' progress is carefully organised and analysed well. It clearly shows a picture of improving progress. However, the information on the progress of disabled pupils and those with special educational needs is not used well enough to target support to the particular needs of these pupils. Nevertheless,

the pupils accessing learning in the language resource base make better progress because of consistently good teaching.

Although pupils say lessons are more enjoyable recently, their attitudes do not always support their learning well enough, particularly in lessons where teaching is weaker. At times, off-task behaviour and a lack of focus on learning reduce pupils' progress because teachers do not have high enough expectations or manage their behaviour consistently.

The early reading skills of younger pupils are beginning to develop appropriately, although some find difficulty in using their knowledge of the sounds letters make (phonics) to decode unfamiliar words and not all reading material is suitably matched to their reading ability. While older pupils are developing appropriate reading skills, some pupils, particularly those whose first language is not English, find difficulty in understanding the meaning of texts.

### **The quality of teaching**

The quality of teaching remains variable. Not enough teaching is consistently good to rapidly improve rates of pupils' progress. As a result, although the gaps in pupils' achievement are narrowing and attainment is rising, previous underachievement is yet to be eradicated. Some inadequate teaching remains. The academy sponsors have provided a range of support to improve the quality of teaching, but at present changes to the teacher workforce and the need to employ temporary teaching staff and teaching assistants in the short term are reducing the impact of this support. Where teaching is stronger, lessons are thoroughly planned and activities are well matched to the abilities of different groups of pupils with appropriately selected resources and visual prompts to support learning. Teachers provide clear explanations, use targeted questions to check on pupils' understanding and challenge their thinking and use success criteria effectively to help pupils to understand what they need to include in their work to be successful. High expectations of pupils' behaviour and clear routines ensure lessons move at a swift pace, which enables pupils to make rapid progress.

Conversely, where teaching is weaker, pupils of differing abilities are given the same tasks which are too hard for some pupils and lack challenge for pupils who are more capable. Teachers talk for too long and explanations are not sufficiently clear to enable pupils to know what they are expected to achieve. In these lessons, teachers do not check on pupils' learning throughout the lesson in order to adjust tasks to accelerate progress. At times, the use of language and explanations to support learning for pupils at an early stage of learning English are not precise enough. In addition, some teachers do not manage pupils' behaviour well, allowing too much off-task behaviour and poor attitudes to learning.

The quality of marking has improved recently following the introduction of a new marking policy. In the best examples, teachers identify where pupils have achieved the learning intended and provide guidance on how to make further improvements

to their work. However, inconsistencies remain and expectations of pupils' presentation, spelling and handwriting are not high enough.

There are a number of additional adults deployed to support learning, but the quality of this support is variable. The most effective teaching assistants reinforce learning through focused questioning during whole-class teaching targeted to particular pupils. During small-group work, effective teaching assistants have good subject knowledge and understand the purpose and expectations of the lesson which enables them to support pupils' progress well.

The academy has recently introduced a more enjoyable curriculum which includes visits to places of interest. Links between various subjects are suitably planned to increase pupils' enjoyment in learning.

### **Behaviour and safety of pupils**

Pupils are generally positive about the improvement in behaviour, particularly since January. Pupils' arrival at the academy is calm and well-managed, with plenty of adults on hand to provide support. The new playground equipment is welcomed by pupils who appreciate that there are now more activities in which to participate at lunchtimes. Peer mediators are well trained to provide support during the lunchtime. They have a clear understanding of how to actively listen to the concerns of pupils who experience difficulties in order to help them to resolve any problems.

Although most pupils behave appropriately during playtimes, inspectors observed some challenging behaviour during the lunchtime which is not always well managed. At times, some pupils and adults show a lack of mutual respect. Senior leaders are aware that the consistent application of the more positive approach to behaviour management is yet to be fully secured.

Pupils feel safe at the academy and report that incidents of bullying are rare. Attendance is beginning to improve due to the vigilance of senior leaders and the attendance officer who have recently implemented a range of strategies to monitor pupils' absence, including early contact with families to support improvements, particularly for those pupils whose attendance is too low.

### **The quality of leadership in and management of the academy**

During the autumn term actions to drive improvement were limited. More recently there has been a concerted approach to secure the necessary improvements. The introduction of a more interesting and well-balanced curriculum which links subjects together more cohesively has been received positively by pupils and staff.

Since January the executive principal and vice principal have successfully shared their vision for improvement which has been welcomed by staff. A well-defined improvement plan is in place which sets out clear priorities and effective targets to measure the success of planned actions. Self-evaluation is honest and accurate.

Academy leaders and governors are well aware of the journey it is on and the potential obstacles to overcome in order to raise standards and pupils' achievement. Changes to staff and the appointment of a permanent Principal and vice principal are providing additional challenges. Nevertheless, the recent increase in the rates of pupils' progress demonstrates that the academy has sufficient capacity to bring about further improvements.

Staff training has been targeted well, including support to develop the skills of middle leaders. Leaders are focusing on improving the quality of teaching, including the appointment of high-quality teaching staff, but there is more to be done to ensure all staff focus on increasing rates of pupils' progress and ensure all pupils are provided with high-quality learning opportunities in lessons.

Governors are well informed and have a good level of knowledge and skill. They have an astute awareness of the strengths and weaknesses of the academy and take an active part in monitoring the progress of the academy's improvement plan. Governors challenge senior leaders well and hold them to account for the progress being made toward the academy's improvement. All safeguarding procedures meet requirements.

### **External support**

There is strong support from the academy sponsors. The academy's director of primary education visits regularly and has been instrumental in supporting the academy to deal with key aspects of underperformance. Support, advice and coaching have been offered to staff at all levels. A mathematics specialist has given guidance to the mathematics subject leader and teachers in their planning and delivery of the mathematics curriculum. The executive principal initially provided support to the academy for one day a week during the autumn term. She effectively took over the day-to-day running of the academy during the long-term sick leave of the Principal. Newly qualified teachers have received effective support to increase and develop their teaching skills.

### **Priorities for further improvement**

- Raise pupils' achievement across the academy through teaching that is always good or better by ensuring that all teachers:
  - plan tasks to match the full range of abilities in the class and carefully adapt them as necessary during lessons to ensure all pupils are challenged
  - manage pupils' behaviour well so that pupils are focused on their learning and no lessons are disrupted or interrupted by inappropriate behaviour, in order to improve their attitudes to learning

- continually assess pupils' learning in lessons and use questioning effectively to increase pupils' understanding and develop their thinking
- make sure all lessons help pupils to develop their written and spoken English, particularly those who are at an early stage of learning English, by the effective modelling of language and increasing the use of visual prompts.
- Secure improvements in pupils' behaviour in lessons and during playtimes by ensuring that all adults consistently apply the new behaviour policy.
- Improve the quality of leadership and management and increase the capacity of leadership at all levels by:
  - securing long-term senior leadership arrangements
  - developing the roles and responsibilities of middle leaders to ensure they focus on raising standards in their areas of responsibility
  - sharpening the impact of the monitoring of teaching, which is focused on pupils' learning and progress in lessons, in order to rapidly increase the proportion of good or better teaching.

I am copying this letter to the Secretary of State for Education, the Chair of the Governing Body and the Academies Advisers Unit at the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

**Ann Henderson**  
**Her Majesty's Inspector**