

Inspection of Coleridge Primary School

Crouch End Hill, Hornsey, London N8 8DN

Inspection dates: 25 and 26 March 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

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 March 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils consistently embody Coleridge core values. Their deep understanding of the values leads to a strong sense of community, belonging and inclusion. This is a school that warmly welcomes everyone. One pupil said, 'Everyone plays together here and we all feel included', a view represented by many.

Pupils are rightly proud to be part of this welcoming and diverse school community. Pupils are safe in this 'telling school' because they know they can tell their 'trusted adult' who will address any worries they may have.

The school sets extremely high expectations, including for pupils with special educational needs and/or disabilities (SEND). Classrooms, corridors and the playground are harmonious, happy places where pupils feel safe and love to learn. There is a drive for every pupil to succeed both academically and emotionally. Pupils share this ambition, which shows in their exemplary attitudes and efforts. They are diligent learners who strive to improve and excel. They produce work of high quality across the curriculum and achieve exceptionally well.

From the Nursery onwards, all pupils enjoy a broad range of experiences. These include workshops and performances led by The English Touring Opera and visits to Westminster Abbey and the Natural History Museum.

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

Pupils follow a rich and ambitious curriculum. Across the curriculum from the early years to Year 6, the school has clearly identified what pupils need to know. The school has defined the most logical order that pupils should learn this information. This means pupils return to and practise important concepts. This helps them securely embed this knowledge. For example, in art, pupils were able to describe how the skills of cross hatching and stippling they did in Year 2 are built on in Year 4 when they apply these skills to a more advanced task using clay. Similarly in Latin, pupils in Year 5 explore the patterns of language. For example, they use root words to create new vocabulary. In year 6, they broaden their vocabulary, equipping them to write and create sentences in Latin.

Learning to read begins with daily phonics lessons from the start of Reception. The school has ensured that all staff are experts at teaching phonics. Lessons are engaging, and pupils quickly become skilled readers. The school prioritises reading from Nursery to Year 6. Pupils' families have participated in many projects, such as 'The Coleridge Cookbook' and 'The Sound Cloud Collective'. These are story podcasts read by parents from diverse cultural backgrounds, in the various languages spoken at Coleridge. These are just a few examples of whole-school reading projects that celebrate a strong reading culture.

Teachers are experts in their fields, continuously enhancing their teaching skills through the high-quality training provided by the school. This dedication to professional growth ensures that teaching remains dynamic, effective and engaging. Teachers routinely check pupils' understanding. This allows them to address any misconceptions immediately.

Pupils with SEND are exceptionally well supported. Dedicated and well-trained staff swiftly identify any needs. This ensures that appropriately tailored provision is put in place. Effective personalised support allows pupils with SEND to follow the same curriculum as their peers. Pupils in the 'Rainbow Room', a small on-site provision, receive specialist bespoke learning support, which is effective in helping pupils to manage their emotions.

Staff model high expectations of behaviour and actively teach pupils how to reach them. This starts in Reception where children quickly settle into routines. The conduct of pupils across the school is simply commendable. It is calm yet busy and purposeful.

Beyond academic subjects, the school offers a vast range of enrichment and leadership roles designed to foster essential skills such as resilience, kindness and leadership. By carefully allocating additional funding, the school works hard to make these opportunities accessible to all, ensuring that disadvantaged pupils fully benefit from this enriching offer. The school is deeply committed to ensuring that all pupils have access to these enriching experiences. These experiences include fencing, debate club and an Italian exchange programme. Leaders carefully monitor participation and use this information to continually enhance their offerings.

The school, governors and leaders at all levels share a collaborative culture of continual reflection and improvement. Staff take pride in working here. They greatly recognise the school's efforts to reduce workload and enhance their well-being. Parents are remarkably positive about the school and its provision. One parent's comment, reflective of many, described the school as 'a supportive school where my child is happy. It does not only focus on learning but also fosters the arts, mental health and a strong sense of community.'

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	102121
Local authority	Haringey
Inspection number	10345780
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	866
Appropriate authority	The governing body
Chair of governing body	Debby Kuypers
Headteacher	Leon Choueke
Website	www.coleridgeprimary.net
Dates of previous inspection	18 and 19 March 2015, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school is on a split site and is divided into Infants and Juniors.
- This school 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 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 the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior leaders. They also met with members of the governing body, including the chair of governors and a representation from Haringey Education Partnership.
- Inspectors carried out deep dives in the following subjects: mathematics, history, reading and art. 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. The lead inspector also observed a reading intervention group.
- Inspectors considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors gathered the views of pupils, parents and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Lisa Smith, lead inspector	His Majesty's Inspector
Sarah Bailey OBE	Ofsted Inspector
Ruth Harding	Ofsted Inspector
Stephen O'Brien	Ofsted Inspector
Paul Robinson	Ofsted Inspector

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