

Copenhagen Primary School

Inspection report

Unique reference number	100401
Local authority	Islington
Inspection number	376390
Inspection dates	8–9 February 2012
Lead inspector	Marion Wallace

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Anna Colquhoun
Headteacher	Lindsey Jackson
Date of previous school inspection	30 June–1 July 2009
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Age group	3–11
Inspection date(s)	8–9 February 2012
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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Introduction

Inspection team

Marion Wallace

Additional inspector

Trevor Neat

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 19 lessons taught by 10 teachers and held meetings with parents and carers, groups of pupils, members of the governing body and staff. They took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at improvement plans for the school and for subjects, the governing body minutes, assessment information and curriculum planning. In addition, they carried out a scrutiny of pupils' work, listened to readers and analysed 74 questionnaires received from parents and carers.

Information about the school

Copenhagen Primary School is an average-sized primary school. The proportion of pupils who speak English as an additional language is well above average and an increasing minority of these are in the early stages of learning English, especially in the Early Years Foundation Stage. The percentage of disabled pupils and those with a statement of special educational needs is well above average, although the proportion with wider special educational needs is below average. Their needs relate mainly to learning difficulties, with some emotional and behavioural problems. The proportion of pupils known to be eligible for free school meals is well above average. The Early Years Foundation Stage provision is in two Nursery and two Reception classes. In 2011, the floor standard, the minimum expectations for attainment and progress set by the government, was met. There is extended school provision provided in a breakfast club and after-school clubs held on the school site; this provision is led and managed by the school who report to the governing body. This was inspected by the team.

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Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. Parents and carers appreciate the inclusive ethos, the enjoyable learning opportunities, and good levels of care that the school offers.
- Pupils' achievement is satisfactory. Their attainment is broadly average in English and mathematics by the end of Year 6, although they do better in mathematics, particularly the more able.
- Satisfactory teaching enables pupils to make sound progress in all aspects as they move through the school. There is some good teaching, notably in mathematics. Teachers' expectations are sometimes too low and they miss opportunities to ensure pupils, especially the more able, fully extend their work, especially in writing tasks across the curriculum.
- Behaviour around the school and in lessons is good because the school ethos is very supportive. Pupils make good gains in their personal development and consequently they feel very safe in school.
- There is good-quality support for pupils with special educational needs and those whose circumstances make them vulnerable. The school works well with a wide range of external partners to help all pupils, and consequently they gain confidence and are enthusiastic learners who have a mature attitude to their work.
- The extended school provision in the breakfast and after-school clubs is appreciated by parents, carers and pupils, and is well organised by the school and school staff.
- The curriculum provides memorable experiences and pupils enjoy all aspects, especially mathematics and art. Parents, carers and pupils appreciate the good extra-curricular activities.
- The headteacher, senior leaders and active governing body provide satisfactory leadership. They have a clear vision for developing the school. Many parents and carers commented on the 'hands-on approach of the headteacher'. Middle leaders are developing their role.
- Provision in the Early Years Foundation Stage is good; children make a good

start to their education and the school is making good use of the outdoor area. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise teachers' expectations and quality of teaching so it is consistently good or better by:
 - ensuring that teachers use assessment more rigorously to plan lessons to challenge all groups, especially the more able
 - ensuring marking is consistently good or better so that pupils know how to improve.
- Ensure more pupils reach the higher levels, especially in English, by:
 - making sure key skills are taught consistently well
 - making sure that teachers plan more rigorously and seize every opportunity to extend pupils' writing skills across the curriculum.
- Increase the impact of school monitoring and evaluation in English by ensuring that middle leaders evaluate initiatives more rigorously and act swiftly to remedy weaknesses.

Main report

Achievement of pupils

Most children join the Nursery class with skills and experiences below those expected for their age. A significant number of children enter the Early Years Foundation Stage speaking little or no English. Pupils' satisfactory progress throughout the school means that they reach broadly average standards by the end of Year 6, with higher attainment in mathematics than in English. Disabled pupils, those who have special educational needs and those who join the school later than at the usual times all make satisfactory progress, as do pupils who speak English as an additional language or at the early stages of learning to speak English. The gap between the performance of pupils eligible for free school meals and others is closing.

Pupils' attainment in reading is average at the end of Year 2 and when pupils leave the school. Achievement in reading is satisfactory; pupils of average ability reach the expected level in both key stages but not enough more-able pupils reach the higher levels. These pupils often say that their reading books are too easy. Inspectors agree with the views expressed by parents and carers that their children make satisfactory and sometimes better progress. The teaching of phonics (linking letters with the sounds they make) is satisfactory. Pupils enjoy reading and in Year 2 they talk enthusiastically about their favourite books. They know how to tackle difficult words but are not always able to apply this knowledge. Pupils take a pride in their work, which is neatly presented, but handwriting skills are variable. On occasions, opportunities are missed to develop extended writing across subjects, especially for

more-able pupils. Discussion with pupils indicated they are more confident and positive about their progress in mathematics than writing. Teaching in mathematics is stronger than it is in English because teachers plan work that is more closely matched to pupils' ability. As a result, pupils develop their mathematical skills at a faster rate.

The school's tracking data and the inspection evidence indicate all pupils are making satisfactory or better progress to reach their targets for literacy and numeracy, and they know them well. Pupils have a good work ethic and they enjoy learning because teachers plan interesting tasks but sometimes miss opportunities to fully extend groups, especially more-able pupils.

Children make good progress in both the Nursery and Reception classes in all areas of learning. During snack time, for example, teachers seized opportunities to challenge children to count 10 bananas and identify that their group of 12 needed two more bananas. More-able children made good progress in their writing skills, proudly showing their written menus for their Chinese Restaurant, including items such as prawn crackers and spring rolls.

Quality of teaching

Teaching in the majority of lessons observed during the inspection was satisfactory and good in some. It is stronger in mathematics, but over time it has not been consistent, especially in English. The vast majority of parents and carers felt teaching was good. Children in the Early Years Foundation Stage are well taught with plentiful opportunities provided for them to learn through activities led by adults and those they choose for themselves. In Key Stages 1 and 2, relationships and pupils' attitude to learning are good. Teachers explain tasks clearly and are well organised, but sometimes the pace of learning slips because expectations of the pace and quality of work to be produced are not consistently maintained, especially in English. In some lessons, expectations of higher-attaining pupils are not high enough, slowing their progress. A few pupils said they found the work too easy. Teachers encourage writing for different purposes but opportunities are sometimes missed to challenge more-able pupils to write at length.

Much of the good teaching was in mathematics. For example, in a Year 4 lesson where different groups of pupils were totally absorbed by the task of using strategies to calculate addition of three-digit numbers, pupils showed good levels of concentration and enthusiasm for the task. The teacher challenged pupils to consider their use of strategies and to reinforce their learning with problem-solving activities.

Teachers use assessment information adequately to plan interesting curriculum work. They use questions effectively to check pupils' knowledge and understanding, but miss opportunities to differentiate questions for different-ability groups. Examples of good marking were seen that informed pupils how to improve their work but this was not consistent in all classes. Pupils with additional needs are well supported by teaching assistants in class, as those who speak English as an additional language. The impact of teaching on spiritual, moral, social and cultural development is strong. As a result, they enjoy their learning.

Behaviour and safety of pupils

Good relationships are evident and consequently behaviour is good throughout the school in lessons and at break times. Children in the Nursery and Reception classes learn to behave well in the Early Years Foundation Stage. Pupils and staff show good levels of respect for each other and for visitors to the school. Pupils are polite, for example asking visitors if they are enjoying their visit. Almost all parents and carers who replied to the inspection questionnaire or who talked to inspectors felt that their children are safe in school and most that behaviour is good. Pupils said that they felt very safe in school. Pupils know the difference between falling out and bullying, and they have confidence in the adults that any issues will be dealt with. Older pupils talked knowledgeably about safe use of the internet, and they were aware of different types of bullying and dangers of drugs and alcohol. Pupils say they can discuss any problems they have with adults. They take responsibility seriously and older pupils look after younger pupils in assembly and break times.

Evidence confirms that behaviour and awareness of safety have been consistently good over time, reflecting a positive school ethos and well-planned procedures. Good behaviour and attitudes have a positive impact on learning. Attendance is above average and most pupils are punctual for the vast majority of the time.

Leadership and management

The headteacher and senior leaders have a clear vision for the school, rightly focused on improving achievement for all pupils. Senior leaders are supported by all staff who work effectively together. They are very good role models for pupils' personal development and this is one of the main reasons that pupils' behaviour and personal development have been good or better over time. All senior leaders communicate drive and ambition. Equality of opportunity and the elimination of discrimination are pursued resolutely. In practice, most groups of pupils achieve satisfactorily and there is a lack of challenge for some more-able pupils in English. Discrimination in any form is not tolerated and contributes significantly to the harmonious community. The determination to improve is underpinned by effective systems for evaluating the strengths and further areas for development of the school. Mathematics was identified as an area for improvement in the previous inspection and the school has made good progress in accelerating progress in this subject. This illustrates that it has satisfactory capacity for further improvement.

The school knows its strengths and weaknesses well but the use of assessment procedures, tracking and the setting of challenging targets to accelerate progress are not yet sharp enough, especially in English, to ensure pupils make good progress. Subject leaders have clear roles but their impact in improving the quality of provision in English has not been as marked as it is in mathematics. Monitoring and evaluation of teaching, supported by professional development, have ensured that the majority of teaching is at least satisfactory but inconsistencies remain, especially in English. There is a strong desire to overcome any difficulties, and to provide extra support and intervention for pupils and families who may face significant difficulties and

barriers to learning. The school has strong links with parents and carers who engage well with the school. The governing body monitors and evaluates the work of the school effectively and is well organised. Governors know the school well and hold it to account appropriately. All safeguarding procedures and checks on adults meet statutory requirements and the governing body monitors the site and procedures rigorously. Child protection, risk assessment and safeguarding procedures meet current statutory requirements.

The curriculum is broad and balanced, and generally meets the needs of pupils, except for some of the more able in writing, and provides pupils with enjoyable and memorable experiences. Links between subjects are planned adequately and pupils have opportunities to use their literacy and information and communication technology skills in other subject areas, although opportunities to extend their writing skills are sometimes missed.

The school promotes pupils' social, moral and spiritual development well. For example, in an assembly, the headteacher used a popular song, *If I had a hammer*, to reinforce a sense of belonging. Whole-school cross-curricular work on the Olympics is well established, for example Year 2 pupils designed an Olympic village in their design technology lesson. Pupils talk respectfully about different religions and they gain a good understanding of communities different to their own through a school link with Ghana.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2012

Dear Pupils

Inspection of Copenhagen Primary School, London N1 0WF

Thank you all very much for welcoming us to your school. We thoroughly enjoyed talking with you and your teachers. We will remember your polite, considerate and good behaviour. You and your parents and carers told us that most of you learn a lot at Copenhagen Primary School. We agree that the school has many strengths but the overall effectiveness of the school is satisfactory. These are the things we found that your school does well.

- You get off to a good start in the Nursery and Reception classes and make satisfactory progress through the school because teaching is satisfactory.
- You all enjoy learning and your teachers give you interesting things to do.
- Your attendance is above average.
- Your behaviour is good, and you are sensible and know how to keep safe.
- Your school cares for you and your families very well, and teaches you a lot about how to care for others.
- There are good opportunities for you to take on responsibilities, help others and contribute to helping your school improve even more.
- Those of you who join the school other than at the usual time, or who speak very little or no English, settle in well and make the same progress as your peers.
- You enjoy all the out-of-school activities, trips and visits. These all help to make learning fun.
- Your headteacher and all the staff know what needs improving in school and have started to make changes.

There are three things we have identified for staff and the governing body to improve.

- Ensure that teachers use assessment information to plan work that is closely matched to your ability, especially in English, so that you are all appropriately challenged, especially those who find the work easy.
- Improve standards in English throughout the school and give you more opportunities to write and enjoy your writing.
- Ensure that your leaders, particularly those with responsibility for subjects, check how well you are doing.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely
Marion Wallace
Lead inspector

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