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11 December 2014

Miss Harsha Patel  
The Headteacher  
Copenhagen Primary School  
Treaty Street  
London  
N1 0WF

Dear Miss Patel

### **Special measures monitoring inspection of Copenhagen Primary School**

Following my visit with Raminder Arora, Additional Inspector to your school on 9–10 December, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in September 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence, I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

Newly qualified teachers may be appointed only after consultation with Her Majesty's Inspector and where support can be assured.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Islington.

Yours sincerely

David Storrie  
**Her Majesty's Inspector**

## Annex

### The areas for improvement identified during the inspection which took place in September 2013

- Rapidly improve the quality of teaching so that none is inadequate by:
  - all teachers, assisted by additional adults in classes, accurately assessing pupils' work and using this information to plan lessons that match the needs of individual pupils
  - reducing the time that pupils listen to adults and increasing the time for them to work by themselves or with others
  - ensuring that teaching is of a brisk pace and fully engages pupils in activities that motivate them to do their best at all times
  - ensuring that work is planned so pupils can practise their skills in reading, writing, mathematics and information and communication technology.
- Raise pupils' achievement in English and mathematics throughout the school by ensuring that:
  - targets in English and mathematics are challenging and regularly reviewed by pupils and teachers and this information is used directly to inform the next steps of learning and teaching
  - pupils' progress is monitored and tracked closely so that those at risk of underachievement are quickly identified and appropriate action is taken to address these concerns
  - pupils have time to respond and to act upon teachers' written and oral feedback to improve their work
  - pupils are given more challenging work in mathematics to develop their problem-solving abilities and to apply skills in meaningful investigations in other subjects
  - teachers and additional adults in the Early Years Foundation Stage place greater emphasis on planning and assessing children's achievement in language, communication and mathematics.
- Improve pupils' behaviour by:
  - taking effective and firm action to ensure that inappropriate behaviour and racist or homophobic incidents are not repeated
  - ensuring all incidents of misbehaviour are monitored thoroughly and appropriate actions are agreed and rigorously followed up to prevent unacceptable behaviour
  - ensuring lessons involve pupils in their learning so they do not become bored and misbehave.
- Improve attendance and punctuality by:
  - working more closely with parents and carers, especially those who take their children away from school in term time, to improve rates of attendance
  - review arrangements at the start of the day to ensure pupils are punctual for school and ready for lessons.

- Improve leadership and management at all levels by:
  - establishing professional links with effective local schools so that exemplar practice is modelled and brought back to lessons and to leadership systems throughout the school
  - implementing a timetable with regular checks on the quality of teaching with a greater focus on pupils' progress, taking swift action if progress is not rapid enough
  - improving the school's improvement plan by including tight timescales for the completion of actions and identifying governors' responsibility in evaluating success in these areas
  - making sure the governing body uses accurate information to hold senior leaders and staff to account for improved rates of pupils' progress and teaching that is at least consistently good
  - making sure that the checks on staff performance at all levels holds them to account to achieve the priorities in the school improvement plan to the agreed timescales.

## **Report on the third monitoring inspection on 9-10 December 2014**

### **Evidence**

Inspectors observed teaching and sampled students' work. They scrutinised documents, including self-evaluation, students' progress tracking and external monitoring. Inspectors met with groups of students, the headteacher, senior leaders, subject leaders, teachers, teaching assistants, parents and two representatives from the local authority and the Chair of the Interim Executive Board (IEB). They spoke with teachers following observations. The school's records of checks made on new staff were reviewed.

### **Context**

Since the last monitoring inspection, three teachers, ten teaching assistants and two playworkers have left the school. A deputy headteacher continues to be seconded for one day from a local school to work with the early years team. A new deputy headteacher, five class teachers, two higher level teaching assistants, a senior extended school supervisor, a playworker, a physical education teacher and three music tutors who teach two days a week took up their posts in September 2014. An Interim Executive Board remains in place. The local authority is working with key stakeholders to consider the future governance arrangements of the school.

### **Achievement of pupils at the school**

The school has continued to accelerate the progress of pupils. Pupils' reading, writing and mathematics work is assessed more regularly and accurately. Teachers are using this knowledge of pupils' learning increasingly well to identify individual needs and help pupils meet age-related expectations. The progress rates across different classes have improved since the last monitoring inspection; however, this is still not consistent for all classes. More able pupils are now being given greater challenge in mathematics, but careful checking of progress and pupils' books is required by leaders to ensure this is consistent for all pupils. The progress of pupils identified as having a disability or special educational needs is still lower than that of their peers in school. In July 2014, the achievement of Year 6 pupils was close to that of all pupils nationally. However, the progress rates of lower ability pupils showed they made less progress than their peers nationally or other pupils at the school.

The inclusion manager has identified that the school does not track the progress of pupils who are working below national curriculum levels. Leaders are aware of the need to track the progress of these pupils and adapt teaching to meet their needs more quickly.

Children in the Early Years have made progress in all areas of their learning. There is greater emphasis on role play and developing communication skills, both in and outside the classroom. This is particularly helping those children whose

communication skills and personal development were below expectations. Effective use of expertise available to the school is supporting children with delays in their development as well as those with additional speech and language requirements.

Pupils in receipt of free school meals benefit from a broad range of additional strategies to maximise their achievement. Leaders have ensured that the focus is on accelerating their academic progress and personal development, no matter what their starting point. The school agrees the next step is to ensure these pupils do as well as their peers in school, as well as other pupils eligible for free school meals nationally.

Effective support is in place to integrate pupils who do not speak English and enable them to quickly make progress academically. There is increased focus on vocabulary development within teaching. However, some pupils are not as confident in their use of mathematics language to enable them to talk in depth about their calculations.

### **The quality of teaching**

The quality of teaching continues to improve; the school has successfully eliminated inadequate teaching over time. There is an appetite amongst staff for getting their teaching to the highest possible standard. Rather than leaders having to tell staff how to improve their teaching, staff enthusiastically discuss ideas and apply them in their work with pupils. New staff have settled quickly and have a clear understanding of the expectations leaders have of them and their pupils. This has ensured that the current staff team have a shared vision of what good teaching means at their school. Teaching is increasingly meeting the expectations of the pupils, parents and the headteacher. Parents believe teaching is improving; for example, one parent told inspectors: 'I am gushing about the improvements made. The headteacher has made the difficult calls needed to improve the school. Teaching is better, pupils want to be at the school and learn.' Another reported: 'Everyone is now focused on learning. The school wants pupils to learn. They are helping us to be as involved as we can be in supporting our children.'

The school is committed to ensuring that all pupils make the progress of which they are capable. Pupils' books show that work is becoming more challenging for the most able pupils. Leaders have introduced additional classes before school to help pupils in Years 5 and 6 catch up, due to their historical underachievement. Parents explained to inspectors that they would also like these classes to be available for pupils in lower year groups.

Topics for learning are interesting and ensure that pupils want to learn. The use of a daily electronic feedback system ensures that parents have clear information about the progress their children are making. As one parent said, 'This helps me know how my children have got on each day before I collect them. It helps me talk to them about their learning.'

During lessons, pupils are provided with reminders of what they need to do to improve. This is supported by the use of classroom displays that model expectations and reinforce good work. Pupils are clearer about what is expected of them as they increasingly know their targets in English and mathematics. Marked written work helps pupils to know their next steps. Teachers increasingly identify and respond to pupils' mistakes in mathematics. However, teachers do not always ensure pupils fully understand where they went wrong in calculations. For example, in some instances, pupils would benefit from similar calculations to work through before moving on in their learning.

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

Rightly, pupils and parents identify that there have been significant improvements in behaviour. Incidents of misbehaviour have declined significantly and, when incidents do occur, these are tackled quickly. Pupils feel they are listened to and safe. Pupils have a clearer understanding of what being safe means and how to stay safe. They know the safeguarding systems in school and believe they now have a range of adults they can turn to should they need to talk about their worries or anxieties. These systems are backed up by appropriate levels of staff training.

Pupils are showing increasing enthusiasm and pride in their learning. There is still occasionally a small minority of off-task behaviour but this has decreased substantially since the last monitoring inspection. Pupils are well supported and challenged to improve their behaviour further because of the careful monitoring.

Attendance improved last academic year and continues to do so this academic year. It is a high priority for leaders, who monitor this carefully. Parents understand that the expectation of good attendance by pupils is 'fully part of school life'. Parents are kept up to date with the school attendance figures weekly. This reminds all members of the school community about the importance of attending school. Attendance for this term is above the national 2013/14 average.

Punctuality has improved significantly since the last monitoring inspection. Leaders have worked well with families to help them understand the importance of being at school on time. There are still a very small minority of pupils who are still late on occasion. The school continues to work with these families to support and challenge them to get their children to school on time.

### **The quality of leadership in, and management of, the school**

The headteacher, with support from the local authority, has overseen a period of transition well. There has been no break in the pace of improvement despite a significant amount of change in the school staff. The local authority supported the school in providing an induction programme for new staff in the summer term. As a result, new staff were fully aware of the school's expectations prior to appointment. Staff have quickly settled into the school and have helped to improve the consistency of teaching and achievement this term.

The appointment of a deputy headteacher has helped to deepen the range of leadership at the school and support the monitoring of improvements alongside middle leaders. Leaders at all levels are increasingly taking responsibility for leading and monitoring change. Middle leaders, for example, have a very clear understanding of the strengths and weaknesses of their subjects and work together to share information with each other and senior leaders. They are taking more responsibility for reporting directly to the Interim Executive Board. This also helps to ensure board members have a greater depth of understanding and are not reliant on information from senior leaders.

The headteacher has led significant changes to the roles and responsibilities of support staff. New higher level teaching assistants have been appointed. Better communication between all teachers and support staff is ensuring everyone has a clearer understanding of the next steps required for pupils' learning. For example, pupils' work is more tailored to the needs of different groups. The changes are too recent to have fully helped make up for historical underachievement, but early evidence indicates this is helping some pupils to make better progress.

Senior leaders are astute in their observations of learning and have a clear understanding of the next developmental steps for staff. All staff involved in learning are being challenged to improve through accurate feedback and professional development that meets the needs of individuals. Areas of good practice observed in the school and other schools are shared and good practice is embedding quickly as a result.

The support of a part-time deputy headteacher responsible for the early years is building further leadership in this area of the school's work. There is less support than last academic year for the early years. The school is aiming to ensure there is the internal capacity to drive further improvements without external support. The internal teacher responsible for the early years has an increasingly good understanding of the key stage and how to lead improvements.

Parents talk of a genuine desire from the school to work with them. They feel included in the school's journey from special measures. They understand the progress their children are making and believe this to be better, due to higher expectations of learning and behaviour. This extends from the nursery through to Year 6. The challenging of inappropriate behaviour is used to further engage parents. Parents are invited in to the school to celebrate religious festivals. This is helping to encourage tolerance between faith groups at the school and improve behaviour.

### **External support**

The local authority has provided highly effective support and established a challenging partnership. They have ensured the right consultants and staff have been into the school to drive improvement. They worked with the school to ensure

that all new appointments to the staff were quality assured. This external challenge meant the school had greater assurance that the appointments made were of a high quality. As a result, the pace of change has been maintained and the local authority is now in a position to allow the school more autonomy in identifying the support needed.

The local authority has assisted in the careful selection of schools for staff to visit and observe best practice. The visit programme, and an expectation that teachers will use the experience gained to strengthen their own teaching, has contributed to the appetite for reflecting on practice within the school.

The Interim Executive Board has helped improve the accuracy of school evaluation by providing high quality challenge. This is particularly the case in managing a shift in understanding of how the school can better meet the academic needs of disabled pupils and those with special educational needs. The board has helped the school commission an external review of special educational needs. The external consultant was visiting during the monitoring inspection. The local authority is currently working with key stakeholders to consult on and agree a secure governance structure to replace the interim executive board.