

# Copenhagen Primary School

## Inspection report

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<b>Unique Reference Number</b>	100401
<b>Local Authority</b>	Islington
<b>Inspection number</b>	276300
<b>Inspection dates</b>	23–24 May 2006
<b>Reporting inspector</b>	Robin Hammerton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Convery Mrs Lindsey Jackson
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Treaty Street London N1 0WF
<b>Telephone number</b>	02078375597
<b>Fax number</b>	02078374894

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<b>Age group</b>	3–11
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## Introduction

The inspection was led by one of Her Majesty's Inspectors, working with two Additional Inspectors.

## Description of the school

Copenhagen Primary is a slightly larger than average school, housed in a spacious four storey Victorian building. The majority of children come from the immediate area, which is economically disadvantaged. The percentage of pupils known to be eligible for free school meals is nearly four times the average. There is a rich diversity of ethnic groups represented and many pupils speak a first language other than English. The proportion of pupils identified as having learning difficulties or disabilities is higher than average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade:**

### What the school should do to improve further

\* Make sure that, within the forthcoming whole-school curriculum review, the needs of the lower achieving boys are specifically addressed.

\* Ensure that self-evaluation information, especially that related to pupil outcomes, is more effectively analysed to provide a rigorous summary of progress and better starting point for future development.

\* Improve the marking of work so that pupils have a greater understanding of how they can make their work better, and ensure they have the time in class to follow up the marking comments.

## Achievement and standards

**Grade:**

### Personal development and well-being

**Grade:**

## Quality of provision

### Teaching and learning

**Grade:**

Teaching and learning are good consistently throughout the school. Teachers show relevant subject knowledge, plan well and have very positive relationships with pupils. Support staff work effectively. Therefore, pupils of all abilities feel valued and make good progress.

Teachers ask challenging questions and effectively use paired and group work to develop pupils' language skills. In an outstanding lesson, the teacher skilfully encouraged pupils to assess each others' speaking skills enabling them to feel confident in evaluating their own work.

Teachers set challenging objectives for all pupils which really help them make good progress. These targets for improvement are shared well with the pupils and their parents, but they are not always precisely enough matched to individual needs or referred to often enough in teachers' marking. In many classes, marking does not often tell pupils how they can improve their work; nor is there always enough time for the pupils to respond to the comments.

### Curriculum and other activities

**Grade:**

The curriculum is motivating and often imaginative. For example, the school places considerable emphasis on promoting a healthy lifestyle, including a very good daily fitness programme for the older pupils. There is an extra-curricular programme and pupils really enjoy the choices they can make each Wednesday afternoon, including activities such as cookery, sewing and sports. Pupils in Years 4 and 5 learn French in enjoyable lessons, involving teachers from a local language college. Visitors coming in to the school enrich the curriculum as do a wide variety of trips to places such as the British Museum, Barnsbury Wood and a residential trip to Dorset.

Pupils' literacy and numeracy skills, including speaking and listening, are developed well across all subjects. Information and communication technology (ICT) often links well into other subjects, and the computer suite is used well to develop pupils' skills. Interactive whiteboards are used extensively and usually effectively in most subject areas. Good library provision is being developed.

The curriculum is generally appropriate to the pupils and the locality. However, although they mostly enjoy school, a small number of boys of different ages are not well enough motivated by some aspects of the curriculum. This can happen because they feel there is not enough hands-on activity or feedback on how they are doing; or they don't know why the content of some lessons matters to them, saying, 'I don't know why I have to do it.'

### **Care, guidance and support**

#### **Grade:**

Staff know pupils and their families well and give very strong support. Parents feel involved and say that their children are well cared for and treated fairly. The learning mentors play a key part in supporting pupils and, as a result, pupils feel safe and secure. Pupils report that they feel confident in knowing that if they discuss matters with any adult their views are taken seriously. Potentially vulnerable pupils are given friendly support and clear guidance enabling them to be fully included in school life. Child Protection procedures are secure and widely understood. Health and safety, including careful attention to risk assessments and security, are monitored well.

Academic and personal development is carefully monitored. If any child's progress slows down, this is noticed and dealt with adeptly. Therefore, most pupils reach demanding academic targets, which support their learning. However, these targets are set in quite a crude way when more sophisticated, reliable approaches are available.

### **Leadership and management**

#### **Grade:**

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## Text from letter to pupils explaining the findings of the inspection

### Pupils

Thank you very much for welcoming us to your school recently. We really enjoyed meeting you. You are obviously very proud of the school, and enjoy coming every day. We could tell that you really wanted it to do well in its inspection. This letter is to tell you that the school did indeed do well. You go to a very good school. Your teachers teach you well and all of the other staff also do a good job in looking after you and helping you to learn. You get the chance to do some exciting things. We enjoyed seeing the juniors doing your morning fitness activities - it would have done us good to have joined in too! We know that you really enjoy your Wednesday afternoon activities, and the choices you make. Your trips out sound good fun too and they all help you to learn.

The people who run your school, like Mrs. Jackson, Ms. Watson and the school governors, do a very good job. They know you all very well and make sure you get what you need. The school has become better and better and we think it can carry on improving even further. To help the school get even better, we have made some suggestions. We have asked the teachers to try to tell you more about how you can improve your work when they mark it and give you more time to make those improvements. Also, the staff are just starting to plan to make all your subjects and lessons even more interesting. But some children learn in different ways from others so we have asked them to think about how they can make lessons the best possible for everyone. They might ask you what you think, or how you like to learn - so give this some thought!

You are lucky to go to Copenhagen school. But, don't forget, Copenhagen school is also lucky to have you! You, the children, do a lot to make the school what it is. So keep working hard, smiling, and enjoying your learning together. And, to those of you who are moving on to secondary school after the summer holidays - good luck!

With best wishes,

Robin Hammerton

Her Majesty's Inspector of Schools