

# Canonbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	131773
<b>Local Authority</b>	Islington
<b>Inspection number</b>	366503
<b>Inspection dates</b>	18–19 May 2011
<b>Reporting inspector</b>	Sue Frater HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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 of pupils on the school roll</b>	442
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Horton
<b>Headteacher</b>	Matthew Britt
<b>Date of previous school inspection</b>	8 March 2010
<b>School address</b>	Canonbury Road London N1 2UT
<b>Telephone number</b>	0207 2265020
<b>Fax number</b>	0207 3598198
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## Introduction

Schools in special measures receive a monitoring visit each term to check the progress they are making towards the areas identified for improvement in the previous inspection report. When it is judged that the school no longer requires special measures, the section 8 monitoring inspection is deemed to be a section 5 inspection. This section 5 inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed 16 lessons; saw 16 teachers and gave them individual feedback; held meetings with groups of pupils, governors and staff; and met with parents informally at the school gate. They observed the schools work, and looked at some of the schools documents, including its self-evaluation form, analysis of pupils performance, lesson observation forms, documents relating to safeguarding, minutes of governing body meetings and plans for raising achievement.

The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

The learning and progress of all pupils, particularly more and less able pupils and those with special educational needs and/or disabilities.

The quality of teaching to ascertain how well it meets the needs of all pupils.

Pupils attendance and punctuality.

## Information about the school

The school is much larger than most primary schools and serves a culturally, ethnically and socio-economically diverse area of London. The proportion of pupils known to be eligible for free school meals is high. A well-above-average number of pupils are from minority ethnic groups and are learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities and the proportion with a statement of special educational needs are below average. The needs relate mainly to specific learning difficulty and speech, language and communication. The school was made subject to special measures in the previous inspection in March 2010.

**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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. It is a good and improving school. Significant and rapid improvement has been secured by the ambitious leadership and expertise of the headteacher and senior leadership team, with good support from the local authority and outstanding challenge from the governing body. Together, they have improved the quality of teaching and learning, and raised standards of attainment to above average. In addition, they have established robust systems that provide good capacity to sustain the improving trend. Procedures for safeguarding children are good. The strong team of six non-class-based senior leaders is sustainable. A key factor in the school's success is the engagement of all staff in monitoring and evaluating the progress of individual pupils towards their challenging targets. Rigorous self-evaluation also includes lesson observations and scrutiny of teachers' planning and pupils' work. It is used to inform priorities in improvement plans which provide clear direction for all staff.

Pupils' achievement is now good. Learning and progress have improved, particularly in reading and mathematics, and are now good in the majority of lessons. Due to a range of intervention programmes, pupils with special educational needs and/or disabilities progress as well as their peers. Pupils make less progress in writing as not all teachers are using pupils' individual targets to inform their writing tasks. In a minority of lessons, less able and more able pupils are not always challenged appropriately by the lesson activities and teachers' questions. Pupils say they enjoy activities such as role play, discussion and problem solving. The school recognises the need to develop pupils' thinking and independent learning skills, such as investigation, across all subjects. Teaching is now good in the majority of lessons. A special feature is the feedback given to pupils to enable them to improve their work and reach their targets. The curriculum matches the needs and interests of the pupils well and includes topics such as impressionism in art, and the Romans and Tudors. The quality of care, guidance and support is good. Pupils display positive attitudes to learning and good behaviour. However, their attendance is broadly average, mainly due to holidays taken during term time, and this disrupts learning for some pupils.

Leadership and management are good overall. Subject leaders are developing skills in monitoring and evaluating the impact of teaching on the learning and progress of pupils to ensure progress is consistent across subjects. Good leadership and management of the Early Years Foundation Stage have established consistently good provision that promotes good outcomes for the children.

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## What does the school need to do to improve further?

- Secure consistently good learning and progress for all pupils in lessons throughout the school, particularly in writing, by:
- ensuring all teachers use pupils targets to match tasks and questions to the varying needs of pupils
- developing pupils thinking and independent learning skills, particularly investigation, in all lessons.
- Improve attendance by working in partnership with parents and carers.

## Outcomes for individuals and groups of pupils

**2**

Pupils good achievement is due to the effective use of challenging targets at whole-school, class and individual pupil level. This is promoting good learning and progress in lessons throughout the school, and is addressing previously fluctuating standards of attainment. Whilst attainment in the end of Key Stage 2 national tests was well below average in 2008, the trend in attainment over the past three years rose to well above average, and pupils made satisfactory progress from their well above average results at Key Stage 1. There was no significant difference in the progress of pupils by gender, ethnicity or ability in 2010. The schools data indicate that most of the current pupils in Year 6 are making good progress and they are on track to attain well above average standards. Pupils are making good progress across the school in reading and mathematics, due to more opportunities to develop understanding through discussion and problem solving. Progress in writing is often inhibited by the whole class working together on each stage, with little opportunity for pupils to work at their own pace and to engage in peer planning, evaluation and editing. The approach does not support pupils with specific learning difficulties, although the many opportunities for speaking and listening support those with speech, language and communication needs, and pupils who are learning to speak English. Across subjects, pupils with special educational needs and/or disabilities make good progress due to intervention programmes and effective support from teaching assistants.

Pupils say they feel safe in school and that any bullying is addressed effectively. They behave well around the school and in lessons. While they are aware of how to live healthy lifestyles, few participate in after-school sport activities and this aspect is satisfactory. Pupils enjoy school and make a positive contribution, for example the school council made a presentation to the parent and teacher association to raise funds for playground equipment. Such activities, together with increasing skills in literacy, numeracy and information and communication technology (ICT), prepare pupils well for their future education and employment. However, the attendance of some pupils does not prepare them well for future responsibilities. The curriculum, including a current focus on Europe, and assemblies, for example on the features of friendship, promote pupils good spiritual, moral, social and cultural development.

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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Features of good teaching evident in the majority of lessons include: lesson plans that lead pupils from their prior learning to new learning objectives in a clear sequence of activities that are well paced; tasks that are adapted well to suit the range of ability; effective modelling of skills by the teacher; opportunities for pupils to develop their understanding through applying skills such as discussion and problem solving; and frequent feedback to enable the teacher to check and extend pupils understanding. Good use is made of assessment and marking to inform pupils how to improve their work and reach their targets. In a minority of lessons, limited use is made of pupils targets to inform tasks and teachers questions for less able and more able pupils and this slows the rate of pupils progress. In addition, in these lessons, there are too few opportunities for pupils to extend their own learning through applying skills such as investigation.

The good curriculum is broad and balanced. It is enriched by a wide range of extra-curricular activities, visits and visitors, such as visiting authors. The local authority is supporting the school very well in increasing provision for ICT and, in the meantime, it is enabling the school to forge creative partnerships with other providers to provide access to ICT resources. The quality of care, guidance and support is good. Policies and procedures for child protection, and health and safety are effective. Effective guidance is given, for example on the transfer to secondary school. Support for vulnerable pupils and those with special educational needs and/or disabilities has been reviewed and a range of

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appropriate provision is now being implemented. The school is liaising appropriately with parents, carers and external agencies to address persistent absence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leadership and management are good and promote good outcomes. The headteacher, who was appointed at the time of the previous inspection, is embedding high expectations through the use of challenging targets, and driving improvement successfully and rapidly through professional development and performance management. He is very ably supported by the senior leadership team. The senior team is developing appropriately the skills of subject leaders in monitoring and evaluating the impact of the schools work on pupils progress. Accurate self-evaluation informs priorities in school and subject action plans. Evaluation of the plans is leading to further improvement, for example in the teaching of science and ICT. Good support from the local authority is evident in the improvement in teaching and learning, particularly in the Early Years Foundation Stage. The work of the governing body is outstanding in challenging and supporting leaders and managers at all levels and, as a result, weaknesses identified in the previous report are addressed and statutory responsibilities met. In particular, procedures for safeguarding children are good. Staff and the governing body are trained annually and safeguarding is a standing item on the agenda for governing body meetings.

The school engages parents and carers effectively in its work. It has also formed a good range of partnerships, such as with a local secondary school and external agencies, to enhance the learning and well-being of pupils. It promotes equality of opportunity effectively for all pupils and staff, and tackles discrimination robustly. As a result, there is no significant difference in the achievement of different groups of pupils. The school promotes community cohesion well. Its community cohesion leader is implementing effective strategies to engage all parents and carers in the schools work. Several parents commented on the friendly school community, and pupils get on well together. Given the outcomes for pupils, the school achieves good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Children make good progress. Their starting points on entry to the Nursery are broadly at the level expected. The Early Years Foundation Stage profile indicates that most children are on track to achieve above average scores in communication, language and literacy, and in personal and social education, at the end of Reception class. Children settle well to routines for learning and for keeping safe and healthy, such as washing their hands. They get on well together. The quality of provision is good. Staff are suitably qualified and the quality of teaching is consistently good. Assessments are now thorough and inform the next steps in children's learning. Planning covers all areas of learning well, with an effective balance of teacher-directed and child-initiated activities. Good attention is given to the welfare, health and safety of children. Effective leadership and management have secured improvements that are consistent across the Early Years Foundation Stage in the use of adults questioning to extend children's responses, and in using assessments to challenge individual children to make good progress. The indoor and outdoor learning environments are also being improved.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2



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Stage

## Views of parents and carers

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



Questionnaires for parents and carers are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Inspectors met with several parents and carers informally at the school gate. Parents and carers praise the good range of communication the school provides for them and say the staff are approachable. They are happy with the progress their children are making and feel engaged in the schools work. A very few of the parents and carers expressed concern about the review of provision for pupils with special educational needs and/or disabilities. Inspectors found that the approach to writing in some lessons does not support pupils with specific learning difficulties. However, the school is more accurately identifying pupils needs in order to provide more appropriate support.

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