

Daubeney Primary School

Inspection report

Unique reference number	100223
Local authority	Hackney
Inspection number	376372
Inspection dates	5–6 March 2012
Lead inspector	Richard Capel

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

Type of school	All-through
School category	Community
Age range of pupils	3–11
Gender of pupils	Boys
Number of pupils on the school roll	552
Appropriate authority	The governing body
Chair	Yvonne Sevante
Headteacher	Jane Hunter
Date of previous school inspection	5–6 June 2008
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Age group	3–11
Inspection date(s)	5–6 March 2012
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Introduction

Inspection team

Richard Capel Additional inspector

Maria Coles Additional inspector

David Gutmann Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 31 lessons taught by 19 teachers as well as spending shorter sessions looking at small group work, hearing children read and looking at their work. Meetings were held with the headteacher, other staff with leadership responsibilities, pupils and the Chair of the Governing Body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection and talked to parents and carers as they arrived to bring their children to school. Inspectors observed the school's work, and looked at a range of documentation including the school's self-evaluation, the improvement plan, pupils' progress records and those relating to safeguarding procedures. In addition, inspectors considered the responses to questionnaires from staff, pupils and 121 parents and carers.

Information about the school

Daubeney Primary is a much larger than average inner-city primary school. Over 91% of pupils come from a variety of minority ethnic backgrounds, the largest being Black African. The proportion of pupils known to be eligible for free school meals is much higher than average. The proportion of disabled pupils and those with special educational needs is much higher than average; most of these pupils have speech, language and communication difficulties or behavioural, emotional and social difficulties. The number of pupils joining or leaving the school at other than the start of Reception or the end of Year 6 is much higher than average. The school has achieved a Healthy School award. There is a breakfast and after-school club managed by the school. The school meets the current floor standards which set the minimum expectations for pupils' attainment and progress at the end of Key Stage 2. There is a children's centre, which shares a separate site with the school's nursery, and this was inspected separately. The school has undergone significant changes in staffing over recent years.

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	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 and improving school. Achievement by the end of Year 6 has improved since the last inspection because of the effective whole-school focus on raising attainment at Key Stage 2. Improvements have also been made in the Early Years Foundation Stage. Overall effectiveness is satisfactory rather than good because some weaknesses in teaching remain at Key Stage 1 and this results in achievement being satisfactory.
- Pupils' achievement is satisfactory overall, with attainment by the end of Year 6 being broadly average in English and mathematics. Because teaching in Key Stage 1 is not as strong as in Key Stage 2, pupils in Key Stage 1 make satisfactory rather than good progress. However, many pupils make good progress in reading, writing and mathematics during Key Stage 2. Progress, although satisfactory in the past in the Early Years Foundation Stage, is now good and leading to stronger achievement.
- Teaching is satisfactory overall. The best teaching is currently being provided for the pupils in Key Stage 2 where teachers have high expectations and provide challenging work for individuals, as well as ensuring that lessons move at a brisk pace. Teaching at Key Stage 1 often lacks these attributes. Improved and good teaching in the Early Years Foundation Stage now results in more rapid progress for children.
- The behaviour of pupils is good, attendance is above average, and pupils feel safe and happy when they are in school. This is because of the good relationships staff establish with their pupils and the care and support they are given to develop their social skills and moral outlook.
- Leadership and management are satisfactory. Despite the difficulties caused by staff turnover, the headteacher, governors and senior leaders have developed a cohesive learning community where pupils are happy and feel secure. The management of teaching and has led to improvements in provision, particularly

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in Key Stage 2 and the Early Years Foundation Stage, and is now beginning to secure improvements in Key Stage 1. Overall, the performance of staff is managed satisfactorily.

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 attainment and accelerate progress for all pupils in reading, writing and mathematics at Key Stage 1, by improving the quality of teaching through:
 - ensuring that teachers have high expectations of what the pupils can achieve, lessons proceed at a good pace and that activities provide suitable challenge for all levels of ability
 - embedding the use of assessment information to ensure that activities more precisely meet the needs of individual pupils.

Main report

Achievement of pupils

Most parents and carers are positive about how well their children are achieving. However, inspection evidence shows that pupils make satisfactory progress overall. Children enter the school with levels of skills and knowledge that are generally below those expected for their age. Children are now making good and accelerated progress in the Early Years Foundation Stage because of notable improvements in teaching and management of provision, although over time progress has been more commonly satisfactory. Standards at Key Stage 1 in reading, writing and mathematics are below average, but there is evidence that pupils are beginning to make better progress because of the school's focus on improving the quality of teaching at Key Stage 1. Most pupils make good progress during Key Stage 2 in English and mathematics. Attainment by the end of Key Stage 2 has risen over three years and is now broadly average in reading, writing and mathematics. Often the best progress is made in reading. Disabled pupils and those with special educational needs leave the school having made good progress overall, largely as a result of the well-established and effective support programmes. In a lesson for pupils with speech, language and communication needs and behavioural, emotional and social difficulties pupils were able to make choices and develop their speaking and listening skills well.

By the end of Year 6 different groups of pupils have made similar progress from their individual starting points. The school has identified a particular group of lower-attaining pupils and has put in support programmes which are ensuring that by the end of Year 6 they have made similar progress to their peers. Gaps in attainment are

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closing, for example, between pupils known to be eligible for free school meals and all pupils nationally.

All pupils enjoy working together to solve problems and to talk about their work. Children in the Early Years Foundation Stage are currently progressing well and develop good levels of independence. The school uses a programme for phonics (letters and the sounds they make) which is taught regularly. This, combined with a systematic approach to the teaching of reading, is ensuring that pupils are enjoying their reading and are now making better progress at Key Stage 1. Pupils who read to inspectors demonstrated that most use their knowledge of phonics to tackle words they do not know and sometimes correct their own mistakes.

Pupils generally have good attitudes to their learning; they are attentive and persevere with tasks, developing resilience in the face of a challenge. This was most clearly seen in a mathematics lesson for the oldest pupils who demonstrated these qualities in response to the high expectations and rapid questioning which challenged every pupil. However, pupils in Key Stage 1 occasionally lose focus when lesson introductions are too long.

Quality of teaching

Most parents and carers believe that their children are well taught and most pupils say that they learn a lot in lessons. When pupils were interviewed they said that the lessons were fun and that they got good support from the adults in the class. Inspection evidence shows that the quality of teaching over time is satisfactory. The best teaching is currently in Key Stage 2 where pupils are consistently provided with challenging work as a result of teachers' high expectations. Teachers waste no time in promoting learning by ensuring that questioning is precise and that activities are stimulating and matched to the different needs of the pupils and appropriately resourced. For example, a class of the oldest pupils were asked to write a description in character about an explosion. This stimulated both boys and girls to produce some good descriptive writing and to persevere in writing at length. Through the subsequent discussions that took place, pupils not only improved their ability to produce good quality writing, but also developed their knowledge and understanding of the world. Teaching has been improved in the Early Years Foundation Stage which now enables children to make good and accelerated progress. Early communication and numeracy skills are taught well and work is matched to the individual needs of children. Adults are adept at providing children with opportunities to develop as independent learners. Although there are signs of improvements in teaching at Key Stage 1, this is work in progress because it is not yet securing good achievement for all pupils. Teaching, at times, lacks pace and a high level of expectation to ensure that pupils are consistently challenged. Teachers do not yet make consistently good use of test and assessment information to tailor activities to pupils' ability levels and individual needs. This results in pupils making slower progress across Key Stage 1.

Common to all the teaching across the school is the good relationships that teachers

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and other adults have established with the pupils and the opportunities provided for pupils to work in pairs and discuss their learning. This has a positive impact on pupils' social and moral development. Alongside this, relatively recent developments in teaching a specifically planned themed curriculum, including provision for music, are providing satisfactory opportunities to develop pupils' spiritual and cultural development.

Behaviour and safety of pupils

Most parents and carers believe that there is a good standard of behaviour and that any form of bullying is dealt with effectively. The inspection findings confirm the views of the parents and carers. The majority of pupils also agree that behaviour is good. Pupils' good behaviour and attitudes over time make a positive contribution to their learning and to this safe and happy school. Relationships between adults and pupils are good. Pupils are happy and confident to go to a member of staff if they have any problems and say that staff deal with problems quickly and effectively. They say that bullying of any kind, including name-calling and physical bullying, is taken seriously and is rare. Displays around the school remind pupils about the standards of behaviour and kindness expected and behaviour is consistently managed by staff in lessons and around the school. Behaviour management systems are well understood by staff and pupils. Exclusions are rare and have decreased over time.

Pupils interviewed by inspectors said that they enjoy coming to school and that they feel safe. Pupils demonstrated that they have a good understanding of how to keep themselves safe in school and avoid dangers when out of school. Pupils are punctual and attendance is above average. The school uses assemblies well to promote and celebrate good attendance.

Leadership and management

The school's leaders have demonstrated a determined and principled approach to improving the school. This is reflected in the improvement in teaching and achievement in Key Stage 2 and improvements to teaching and provision in the Early Years Foundation Stage. These improvements, combined with secure self-evaluation, show that the school has the capacity to improve further.

The mentoring and coaching of teachers are strong aspects of the work of the leadership team. Performance management and the rigorous monitoring of teaching and learning have been used well to hold teachers to account. Good quality feedback and the provision of professional development for staff have been instrumental in bringing about improvements. Inspectors judge that these strategies are beginning to have a similar impact on improving the quality of teaching in Key Stage 1, but find that there is still work to be done. School leaders and staff agree with these findings.

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The largely inexperienced governing body has received good quality training and now takes a much more active role in supporting staff, carrying out visits and holding the school to account. The school has also benefited from the expertise of a few governors who are education professionals.

School leaders and staff are committed to promoting equality and tackling any discrimination. Partnership work with other agencies, the local authority and other schools is effective in meeting the needs of pupils whose circumstances make them vulnerable, as well as disabled pupils and those with special educational needs. The governing body and leaders ensure that arrangements for safeguarding are securely in place and are effective.

The curriculum is focused on improving literacy and numeracy. Initiatives have been recently implemented to improve links between subjects and provide opportunities for pupils to use and develop their knowledge, skills and understanding in more creative ways. For example, pupils are working with Ballet Rambert and the National Gallery. These and other curriculum improvements are providing more opportunities for the promotion of pupils' spiritual, moral, social and cultural development.

Despite some comments from parents and carers that they would like better communication with the school, most of the parents and carers who returned questionnaires feel that they are kept fully informed and the school responds well to their concerns. The school invites parents and carers to help in school and has a committed team of volunteer parents and carers who help with reading. Workshops and parenting programmes are also offered and the school has a member of staff dedicated to liaising with parents and carers and providing them with support.

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.



8 March 2012

Dear Pupils

Inspection of Daubeney Primary School, Hackney, E5 0EG

Thank you for being so friendly and welcoming when inspectors visited your school recently to find out how well you are doing. We enjoyed meeting you all and hearing your views about the school. What you and your parents and carers told us about your school helped us very much when we were thinking about our findings. After having a close look at a lot of different things that go on in your school, including coming to many of your lessons, we have judged that your school provides you with a satisfactory education.

The adults in your school work hard to keep you safe, happy and well cared for. You told us that you enjoy coming to school and that you feel safe when you are in school. Your attendance is very good, so keep this up! Those of you who need extra help receive good support. This is something that you told us when we spoke to some of you during the inspection. Your behaviour is good and you know how to keep safe. By the end of Year 6 most of you achieve similar levels to pupils in other schools. However, pupils in Key Stage 1 need more help and support so that they can make an even better start when they come into Year 3. We have asked the teachers to make sure that pupils in Key Stage 1 are given work that really makes them think and to provide everyone with activities that match your different abilities.

Thank you again for helping us and you can help the school by continuing to work hard and keeping up your good behaviour.

Yours sincerely

Richard Capel
Lead inspector

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