

# Davies Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	103042
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	355303
<b>Inspection dates</b>	24–25 November 2010
<b>Reporting inspector</b>	Paul Edwards

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 of pupils on the school roll</b>	477
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marcia Douet
<b>Headteacher</b>	Maureen Okoye
<b>Date of previous school inspection</b>	19 September 2007
<b>School address</b>	Davies Lane London E11 3DR
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 16 teaching staff while visiting 20 lessons or parts of lessons. Meetings were held with representatives of the governing body, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at a range of documentation including the school's self-evaluation, assessment and tracking information, minutes of governing body meetings, arrangements for safeguarding and pupils' work. Staff and pupil questionnaires were also scrutinised, along with 60 completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well the pupils progress in mathematics.
- The progress made by pupils from different ethnic groups and those with special educational needs and/or disabilities.
- The effectiveness of the school's planning to ensure those pupils who enter the school after the usual starting point progress as well as they should.

## Information about the school

Davies Lane is a much larger than average primary school serving a multi-ethnic inner-city community. The largest groups of pupils are of Pakistani, Black African, White Eastern European and White British heritage. The proportion of pupils who speak English as an additional language is much higher than seen nationally. A small minority are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is well above the national average. The percentage of pupils with special educational needs and/or disabilities is well above average. Most of these pupils have mild learning difficulties, although a small number have more complex learning needs. The number of pupils who join or leave the school at times other than the normal times is much higher than in most schools. Children in the Early Years Foundation Stage are taught in a Nursery class and two parallel Reception classes. The school has achieved Healthy Schools, ECO and International Schools status and has gained the Activemark award.

A Children's Centre, managed by the governing body, operates from the school site and is the subject of a separate inspection.

**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

Davies Lane Primary School provides a good education for its pupils. It is improving rapidly and has a number of outstanding features. Not least of these is the exceptional driving ambition of the headteacher, senior staff and governors to make the school one of which they, and their pupils, can be proud. Pupils' attainment has improved significantly since the previous inspection and, by the end of Year 6, is broadly average in all of the key subjects. This represents good progress from starting points that are well below those expected when children enter the Nursery. However, there is no complacency and the leadership team has rightly identified that pupils' attainment and progress in mathematics could be improved further. All groups of pupils achieve well because of the highly effective additional support provided for those pupils who are new to the school, are at an early stage of learning English as an additional language or who have special educational needs and/or disabilities. Vulnerable pupils are supported very well in a warm, welcoming learning environment.

Teaching and learning are good. Planning is clear and work is planned for pupils of different abilities. Teachers make good use of technology to engage pupils' interest. They celebrate pupils' achievements and this motivates pupils well. Occasionally, in mathematics they do not provide pupils with sufficient time to complete tasks and they do not always use assessment information sufficiently well to ensure work is always pitched at exactly the right level for all pupils. Opportunities are also missed to make mathematical activities more relevant to real-life situations.

Much has been done to improve behaviour; teachers have high expectations of their pupils, who respond well. Pupils say they feel safe and, at the time of the inspection, all safeguarding procedures were in place. Pupils' improving attendance, which is now satisfactory, is testament to their enjoyment of school and to their enthusiasm for the activities it provides. The curriculum is impressive. The key subjects of English, mathematics and science are given prominence but they are enhanced through an extensive range of visits and visitors. For example, a visiting poet has worked extensively with pupils and has been a key factor in enthusing the boys and improving the quality of their writing. Reciprocal visits with a school in France very effectively enhance pupils' cultural and historical awareness. Pupils make a significant contribution not only to their school, but also to the local community. They contribute, for example, to the local council's website, identifying traffic concerns and litter issues, which are then addressed by the council.

Self-evaluation is rigorous. The headteacher has a clear vision of the priorities for improvement and her ambition is shared across the school. Peer assessment, coaching and the systematic monitoring of teaching have resulted in improvements to pupils' learning. The school's planning for community cohesion is outstanding and a wide range

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of partnerships make a significant contribution to this aspect of its work. Improvements since the previous inspection, including rising attainment, show that there is good capacity to sustain further improvements.

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

- Raise attainment and accelerate progress in mathematics by:
  - ensuring teachers allow pupils sufficient time to undertake tasks
  - improving the teachers' use of assessment when planning work for all groups of pupils
  - introducing more real-life and practical activities to bring more relevance to the pupils' mathematical learning.

## **Outcomes for individuals and groups of pupils**

**2**

Results in national tests show that, by the end of Year 6, pupils' attainment in English and mathematics is broadly average. These results are confirmed by inspectors' observations. All pupils, including those from minority ethnic groups, make good progress throughout the school. The regular teaching of letter sounds and blends provides the pupils with a secure foundation for the development of reading skills, which progress well. In lessons, teachers question pupils effectively, encouraging extended responses, and this develops pupils' confidence in speaking. Writing skills develop particularly well; pupils demonstrate secure grammatical skills and write at length for a range of purposes. For example, good progress was observed in a Year 5 lesson, where pupils' use of adjectives and sentence construction developed well. Pupils with special educational needs and/or disabilities enjoy the opportunity to work in small groups and this helps them to make good progress.

Pupils' secure basic skills, opportunities to take part in entrepreneurial weeks and good information, communication and technology skills prepare them well for the next stage of their education. Pupils' attendance has improved significantly as has the level of persistent absenteeism. Pupils are polite, cooperate well with one another and behave well both in and out of lessons. They say bullying is extremely rare but dealt with effectively by staff. There is a good focus on encouraging healthy lifestyles, which has led to the school being awarded the Healthy School status and the Activemark. Most pupils eat healthily and participate well in the good range of sporting activities on offer. They make an excellent contribution to the school community through the school council and the learning council. Through the latter, they are able to communicate to senior staff what aspects of learning are most effective. Pupils have excellent interaction with the local community. For example, junior street wardens ensure that the locality is free from litter. Pupils' spiritual, moral, social and cultural development is good. The rich range of cultural diversity in the school helps pupils understand about different faiths and cultures.

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*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>	3
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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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?

Teachers have high expectations of pupils and this contributes to good progress. Where teaching is best, they engage pupils well with their enthusiastic teaching and provide good feedback through constructive and informative marking. Most teachers make good use of detailed assessment information when planning lessons so that teaching is pitched at the correct level and accelerates pupils' progress. Occasionally, however, teachers do not make the best use of the information in mathematics and progress is not as quick as it might be. There are also occasions when they do not make the most effective use of teaching assistants. Teachers make particularly good use of interactive whiteboards. For example, during a good Year 5 lesson, pupils viewed an animation that helped them to express emotions in their writing.

The curriculum caters exceptionally well for all groups of pupils, including those with special educational needs and/or disabilities. For example, in the key areas of reading, writing and numeracy, the school adopts a wide range of strategies, including setting, individual support, group work and sessions before and after school to enable these pupils to progress as well as they should. Writing has been a key focus and the impact of this is seen in the good examples displayed in all classes and throughout the school. Visitors, for example from many different cultures and faiths, help develop pupils' understanding of life beyond the school. An excellent range of extra-curricular clubs and visits adds to pupils' enjoyment of school. Residential trips to France for pupils in Years 4, 5 and 6 provide

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excellent opportunities to develop their social skills. Pupils at an early stage of learning English make good progress because of the excellent support. For example, during the inspection, a number of pupils who were new to the school were being provided with additional one-to-one support before the start of the school day, helping them to access the curriculum more easily. Personalised programmes for vulnerable pupils ensure their personal, social and emotional needs are well met.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The significant improvements since the previous inspection are the result of the determined and effective drive to raise standards by leaders at all levels. The exceptional leadership by the headteacher is effective in motivating all staff and pupils to do their best. Senior leaders at all levels are involved in monitoring pupils' progress and identifying where additional support is needed. Teachers now make good use of assessment systems, although there are some inconsistencies in mathematics that leaders are working to eradicate. Previous weaknesses in the English provision have been addressed but it is too early to see the full effect on pupils' achievement. All leaders are fully involved in progress reviews. The rich variety of resources in the school is well utilised and good value for money is demonstrated by the outcomes for pupils.

The establishment of a 'parent council' with representatives from each of the school's ethnic groups has helped to create an inclusive community. This supports the school's promotion of equal opportunities and avoids discrimination by providing support to those who need help and ensuring there is no underachievement by any groups of pupils. The effectiveness with which the school promotes community cohesion is outstanding. Leaders know the community well and much has been done to successfully promote good relationships with parents and carers, including those more difficult to involve. Links with the local community through the on-site Children's Centre are excellent and community groups are keen to support the school. For example, the headteacher has negotiated with leaders to enable pupils to attend the mosque at a time that does not affect their attendance at school activities. The governors' wide range of skills enables them to provide excellent support and challenge. Safeguarding procedures are well-developed to meet requirements. There are excellent partnerships with support agencies and secure child protection procedures.

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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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Strong leadership ensures children are well cared for in a safe environment where they have good relationships with adults and with each other. Links with parents and carers are good. These links are promoted well through the close liaison with the Children's Centre as many parents and carers also attend the weekly toddler group. Behaviour is good and all groups of children are happy and play and learn well together in a caring environment, as was seen when they worked together to make the 'beanstalk' for 'Jack'. Staff provide a good range of adult-led activities but also plan plenty of opportunities for children to find things out for themselves. Children show considerable interest in finding things out. For example, in an excellent lesson in the Nursery class, they were keen to learn why ice cubes and chocolate melted. Adults are well deployed and all are involved in assessing how well the children are progressing.

Children enter the Nursery with skills and abilities that are significantly lower than those expected for their age. Since the last inspection, teaching has improved and it is now mostly good and occasionally outstanding in the Nursery. As a result, children enter Year 1 with attainment that is broadly average. Staff know the children well and are aware of any specific needs, and all procedures to support the welfare of children are fully in place.



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*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 Stage	2

## Views of parents and carers

A small proportion of parents and carers of pupils at the school responded to the Ofsted questionnaire. Most of those responding to the questionnaire felt their children were well looked after and that they were kept well informed about the progress children were making. A small number of parents and carers expressed concern regarding the transition arrangements for their children but inspectors found these to be good. A small number also expressed concern with regard to how their suggestions and concerns are considered. The headteacher holds regular meetings with groups of parents and carers and the Parent Council is an effective group to ensure views of parents and carers are noted and acted upon where appropriate.

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

Ofsted invited all the registered parents and carers of pupils registered at Davies Lane Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 477 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	55	24	40	3	5	0	0
The school keeps my child safe	26	43	32	53	1	2	0	0
My school informs me about my child's progress	27	45	31	52	1	2	0	0
My child is making enough progress at this school	27	45	27	45	5	8	1	2
The teaching is good at this school	28	47	28	47	3	5	0	0
The school helps me to support my child's learning	22	37	33	55	4	7	0	0
The school helps my child to have a healthy lifestyle	19	32	38	63	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	28	31	52	5	8	1	2
The school meets my child's particular needs	22	37	32	53	5	8	0	0
The school deals effectively with unacceptable behaviour	25	42	29	48	2	3	3	5
The school takes account of my suggestions and concerns	18	30	30	50	2	3	4	7
The school is led and managed effectively	22	37	32	53	0	0	4	7
Overall, I am happy with my child's experience at this school	32	53	22	37	3	5	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.**



26 November 2010

Dear Pupils

**Inspection of Davies Lane Primary School, London E11 3DR**

Thank you very much for making us all so welcome when we visited your school recently. We enjoyed talking to you and watching you work and play. We were very impressed with the progress you make and the effort you put into your work. You are very polite and we were very pleased to see how well you behaved and how well you worked with one another. You are keen to take responsibility and do much to support your school and the local community. We were very impressed with the work of the school council and the learning council.

You are provided with a good education so that you attain standards that are broadly average by the end of Year 6. Children in the Early Years Foundation Stage are provided with a good start and make good progress. The teachers work hard to ensure that all of you make good progress. Those of you who need extra help with your learning are given good support. Occasionally, we think some of you could do even better in your mathematics and we have asked the school to help the teachers make sure this happens. We have asked the teachers also to give you more time to complete your activities.

There are many really interesting things for you to do and you have lots of visits and visitors that make your work more interesting. You have a good understanding of the need to eat healthily and you are keen to take part in the many sporting activities on offer. Your understanding of people from different backgrounds is excellent because the school plans many activities. The staff look after you extremely well and you know how to keep safe.

Those in charge of the school are providing excellent leadership and are determined to make it even better. You can help by trying really hard with your mathematics and by telling your teachers if you find the work too easy.

Yours sincerely

Paul Edwards

Lead inspector

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