

Daubeney Primary School

Daubeney Road, Clapton, London, E5 0EG

Inspection dates

22–23 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Daubeney Primary has improved rapidly since its previous inspection.
- Pupils' attainment has improved considerably. Their attainment at the end of Key Stage 2 is now above the national average.
- Many pupils make exceptional progress. The progress of pupils who have special educational needs is outstanding.
- Teaching is good and some is outstanding. Pupils learn well because they understand, step by step, how to solve problems and calculations.
- Teachers always plan lessons that enable pupils to improve their reading, writing and knowledge.
- Pupils' behaviour has improved significantly over the last year and is now outstanding. Pupils are extremely eager to learn.
- Pupils from a wide range of backgrounds get on exceptionally well with each other. Relationships between staff and pupils are very respectful.
- Parents and carers are highly supportive of the school, and feel it is a safe place for their children to be.
- The senior leadership team has successfully challenged weak teaching, so that teaching has improved dramatically.
- Leaders and managers at all levels have effectively refocused their priorities and actions on improving pupils' progress.
- The governing body is highly effective, following a complete reorganisation after the previous inspection. Governors have undergone an extensive training programme so that they can successfully challenge the school to improve.

It is not yet an outstanding school because:

- The outstanding progress of many pupils is a relatively recent development and the extent to which it will be maintained is not yet clear.
- Teaching is not consistently outstanding because teachers sometimes do not change activities in response to how well pupils have learnt and additional adults in classes are not always fully effective.

Information about this inspection

- Inspectors observed 33 lessons or part lessons. Fifteen lessons were observed jointly with senior leaders and managers.
- Meetings were held with groups of students, governors, staff, and a representative from the local authority.
- Inspectors looked at a range of evidence, including the school's documents on self-evaluation and safeguarding. They observed the school's work, looked at pupils' books and the tracking system used to monitor pupils' progress.
- Inspectors considered the 32 responses to the online Parent View questionnaire, the school's own responses from parents and carers and the 33 questionnaires received from staff.

Inspection team

Miranda Perry, Lead inspector

Additional Inspector

Kanwaljit Singh

Additional Inspector

Michael Elson

Additional Inspector

Gill Walley

Additional Inspector

Full report

Information about this school

- Daubeney is an above-average-sized primary school.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action and at school action plus or who have a statement of special educational needs is broadly average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is above average. In this school, the pupil premium only provides funding for children known to be eligible for free school meals.
- The school is led by an executive headteacher who also leads a neighbouring school and who took over the school following the previous inspection.
- All members of the senior management team were appointed in September 2012.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who join or leave part-way through the year is higher than the national average.
- The school has a nursery.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - adapting activities during lessons in response to the progress pupils are making
 - ensuring that additional adults in lessons support pupils more effectively.
- Raise pupils' achievement further by continuing with recent initiatives so that pupils make outstanding progress over time.

Inspection judgements

The achievement of pupils is good

- At the time of the previous inspection, pupils were making satisfactory progress across the school. Now, the progress of pupils overall is never less than good, and often outstanding. Despite this improving picture, the school is having to compensate for some pupils' previous underachievement.
- Most children arrive at the Nursery with skills below the levels typical for their age, although over half of the children in Reception did not attend the Nursery. Wherever they begin the Early Years Foundation Stage, pupils' progress between their arrival at the school to the end of Key Stage 1 has improved significantly and is now at least good or better. The school has completely transformed the way it teaches phonics (the sounds or combination of sounds letters make) so pupils learn to read rapidly.
- Pupils' attainment by the end of Key Stage 1 has improved significantly and their attainment in national tests at the end of Key Stage 2 in 2013 was above the national average. It has since improved further.
- The proportion of pupils making the expected and better than expected progress at Key Stage 2 in English and mathematics is above average, and some year groups are making outstanding progress. Pupils have been taught to edit their writing in English which has improved it significantly. In mathematics, pupils' understanding of how to explain their working is good.
- Pupils who arrive mid-way through the year perform very well. The school helps them to settle in effectively, and measures what they know straight away, so that work can immediately be set at the right level.
- The achievement of pupils who have special educational needs is outstanding. The school carefully records any gaps in their learning, so that they can be addressed quickly and effectively.
- All pupils from minority ethnic groups now make at least good progress, and some achieve extremely well. If pupils have difficulties with English, activities are provided which enable them to improve quickly.
- The progress of more-able pupils has improved significantly. For example, 20 pupils in Year 6 gained the higher level in mathematics in 2013.
- In English and mathematics in 2013, the attainment of Year 6 pupils eligible for the pupil premium improved and was better than that of their peers. The achievement of eligible pupils is outstanding overall and better than that of eligible pupils nationally. The school has targeted their funding allocation well. For example, it runs one-to-one sessions for individuals who need to accelerate their progress in reading.
- As a result of primary school sports funding, pupils celebrate healthy lifestyles. The school has recently extended the range of out-of-school sports clubs which are all oversubscribed. Staff consulted with the school council before purchasing equipment to encourage pupils to try new sports.

The quality of teaching is good

- Teaching at the school has improved significantly over the last year. It is now good overall, and the amount of outstanding teaching is increasing.
- Teachers' marking shows pupils clearly how well they have done, and what they need to do to improve. One Year 6 pupil said, 'My teacher writes things in my book so I can get rid of my mistakes very quickly and for ever.'
- Lessons excite and engage pupils. For example, in a Year 5 mathematics lesson, pupils rushed to the carpet to sort out mistakes the teacher claimed to have made. 'I need to get there', one girl

said, 'so I can be the first to see what he's done wrong.'

- Classrooms are stimulating and inspiring places. Pupils who have been successful at showing how they worked out their sums have their work put on display and celebrated.
- Pupils who have special educational needs learn extremely well. After every lesson, staff measure how well the pupils have done, so the next lesson can address any gaps in their understanding.
- Across subject areas, pupils have exemplary attitudes to learning, and they welcome every opportunity to improve. A Year 6 pupil in a lesson on editing said, 'Even when I walk to the carpet, I reflect on what my answers to sir's questions are going to be.'
- Teachers have strong subject knowledge and plan lessons that enable pupils to improve their reading, writing and knowledge. Their enthusiasm is infectious. In a Key Stage 2 poetry writing lesson, pupils were keen to produce their best similes because their teacher explained how much he loved poetry.
- Children learn well in the Early Years Foundation Stage, and teaching in the Nursery is outstanding. Learning is built around children's interests. Children successfully explored the story of Goldilocks by imagining that the bears had come from the playground instead of the forest.
- Pupils respond positively to high expectations. They learn well because they understand, step by step, how to solve problems. In a Year 2 mathematics lesson, pupils were delighted by the amount of calculation on the board. 'I'm going to do it, I'm going to do it', one boy said.
- Pupils are now taught to recognise new letters and sounds in an organised way, so they read well. They are given reading books which interest them and are appropriate for their ability.
- Teachers plan activities which are at the right level for pupils. However, during the lesson, teachers do not always change these activities quickly enough when they see that pupils have understood and need to move on.
- Some additional adults in classes work highly effectively with pupils to help them progress, but others are much less effective.

The behaviour and safety of pupils are outstanding

- Parents and carers, pupils and staff recognise that pupils' behaviour has improved greatly over the last year and is now exemplary.
- Pupils' highly positive attitudes to learning have supported their improving progress. Pupils love new ideas. One Year 6 pupil said, 'I can't believe it. In one lesson, I learnt about Martin Luther King, *and* ways to do difficult multiplication.'
- Pupils take responsibility for their own learning. If they do not understand something, they will ask each other. If they need equipment, they will automatically go and get it. They organise themselves into pairs and groups, and encourage their peers at risk of losing concentration.
- All staff consistently model respectful and courteous behaviour which is mirrored by pupils. Discrimination is not tolerated in any form, and pupils' effective learning relies on highly positive relations. Pupils are very clear that at the school everyone has an equal right to reach their potential.
- Attendance rates are above the national average and improving. Currently, the school has no pupils who are persistently absent. Pupils enjoy coming to school because it is so welcoming, and learning is celebrated. In the mornings, staff welcome parents and carers and pupils and talk about the day's learning. Before they enter their classes, pupils enjoy a daily exercise.
- Pupils feel very safe, and have a very thorough understanding of how to keep safe. The school council has a high profile among pupils, and it takes safety issues very seriously, particularly issues regarding e-safety.
- Bullying is extremely rare, and pupils are entirely confident that if it happens, it is dealt with immediately. A Year 6 pupil said, 'We are not the kind of people who bully here.'
- Pupils work with the school to ensure their behaviour is outstanding. Pupils are trained to sort out differences of opinions between their friends. Non-teaching staff work extremely successfully

with pupils to overcome any obstacles the pupils might have to behaving well. One Year 4 pupil said, 'We are not just told to behave well. We learn how to behave well.'

- Behaviour is managed effectively and creatively. At break time pupils love the races and games organised for them, and the range of equipment, for example, hoops, quoits and skittles, which is available for them.

The leadership and management are outstanding

- Leaders and managers at all levels have responded very positively to the high expectations and the drive for excellence immediately established by the new senior team. For example, managers of the Early Years Foundation Stage have entirely revised approaches to teaching, so that children's progress has dramatically improved in all areas.
- Staff are united in their commitment to the executive headteacher's ambition for the school and now have the outstanding learning of pupils as their overriding priority. Parents and carers are highly supportive of the school.
- Weak teaching is no longer tolerated. Leaders and managers have been extremely successful in supporting teachers who need to improve, by sharing good practice, providing targeted training, and building on current strengths.
- Pupils' progress is the focus for the management of all staff performance. Staff have been set, and reached, ambitious targets for transforming and improving pupils' progress.
- An atmosphere has been established where staff talk openly and professionally about how to make teaching and learning consistently outstanding. Senior leaders have extremely thorough knowledge of what teaching strategies are most likely to bring about the best pupil performance.
- The progress of all pupils is measured regularly with a high level of accuracy. This has enabled leaders and managers to instigate actions to counter any potential underachievement.
- The local authority has been effective in helping the school to improve. After the last inspection, the authority was responsible, in consultation with the governors, for appointing the executive headteacher.
- The school chooses exciting curriculum topics which give pupils extensive opportunities for their social, moral, spiritual and cultural development. For example, Year 6 pupils were working out percentages by considering how many Black pupils were in a class in apartheid South Africa.
- **The governance of the school:**
 - The board of governors is now highly effective. The findings of the previous inspection resulted in the governors undertaking extensive training to enable them to understand securely what makes teaching outstanding, and how to use information about the school's performance to bring about rapid improvement. The governing body structure was completely reorganised, so that the pupils' achievement is now central to every decision made by governors. Governors have been instrumental in revising the school's system for managing staff performance, so that remuneration is now used effectively to tackle underperformance and reward the best teachers. They are rigorous in their monitoring of how pupil premium and primary school sports funds are spent and their impact on pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100223
Local authority	Hackney
Inspection number	425498

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Gender of pupils in the sixth form	NA
Number of pupils on the school roll	646
Of which, number on roll in sixth form	NA
Appropriate authority	The governing body
Chair	Reverend Angie Melanphy
Headteacher	Janice Thomas
Date of previous school inspection	5–6 March 2012
Telephone number	020 8985 4380
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