

# Davies Lane Primary School

Davies Lane, Leytonstone, London, E11 2DR

**Inspection dates** 1–2 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Highly effective and inspirational leaders, managers and governors pursue excellence in all of the school's activities. They share the determination, drive and ambition to enable all pupils to achieve as well as they can.
- Close partnerships with other schools and comprehensive training programmes have brought about high quality improvements in the quality of teaching.
- Pupils of all backgrounds and abilities make outstanding progress whatever point they start at the school. Disabled pupils, those with special educational needs, and those who speak English as an additional language or who are supported by pupil premium achieve better than others in their group nationally.
- More-able pupils are challenged very well and reach standards that are exceptional for their age, especially in mathematics.
- Teaching is outstanding. All staff have very high expectations of what pupils can do and inspire them to make rapid progress. Their first-rate marking of pupils' work and constructive feedback in lessons ensure that pupils know very well how to improve.
- Highly trained teaching assistants are extremely skilled in supporting pupils of all abilities.
- Pupils' behaviour and attitudes to learning are exceptional. They show considerable care, courtesy and respect towards adults and to one another.
- Arrangements for safeguarding pupils are meticulous. Pupils feel safe, and vulnerable pupils receive excellent care.
- Strong relationships with parents and carers are ensuring that many more pupils are attending school regularly. Their ideas of how to improve the school are highly valued.
- A rich, vibrant range of subjects meets pupils' interests and allows them to achieve very well. Their spiritual, moral, social and cultural development is promoted strongly through the arts and music.
- Members of the governing body are extremely knowledgeable. Together with senior leaders, they lead the school with foresight and imagination to make a tangible difference to pupils' lives.

## Information about this inspection

- Inspectors observed 30 parts of lessons. They also observed pupils working in small groups or individually with an adult outside of classrooms. Often, they were accompanied by the executive headteacher and the two heads of school.
- Pupils' behaviour was observed in lessons, assemblies, playtimes, lunchtime, and while the pupils were moving around the school.
- Inspectors listened to pupils read in Years 1, 2 and 6. They asked pupils in different age groups about their views of the school and examined some of their previous work in literacy and numeracy.
- Meetings were held with the executive headteacher and the two heads of school. Inspectors also met with staff responsible for inclusion, disabled pupils and those with special educational needs, literacy, numeracy, science, physical education and the Early Years Foundation Stage. Additional meetings were held with representatives of the local authority and the governing body.
- The responses of 105 parents and carers who completed the online survey Parent View, the school's own parental survey and 56 questionnaires completed by staff were taken into account. Inspectors also met with parents and carers who are on the parent council and with parents and carers when they brought their children to school.
- Inspectors examined the school's self-evaluation report and improvement plan, arrangements for safeguarding, records of pupils' progress, behaviour and attendance, and the governing body minutes. In addition, the school's website was viewed.

## Inspection team

Kath Beck, Lead inspector	Additional Inspector
Martine Clark	Additional Inspector
Avtar Sherri	Additional Inspector
Sue Vale	Additional Inspector

## Full report

### Information about this school

- The school is much larger than most primary schools nationally. The number on roll and the number of teaching staff are rising rapidly. Building work has started to accommodate the planned doubling of the school's size. There are four classes in Reception and Year 1, three in Years 2 and 3 and 6, and two in Years 4 and 5.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has established provision for 14 pupils with autism aged three to 10. These pupils come from Waltham Forest and nearby London Boroughs. They are integrated into classes. Provision for two-year-olds has opened recently. This is registered with Ofsted and is inspected separately. The children's centre previously run by the school has become part of a group of centres in Leytonstone.
- One third of pupils are known to be eligible for the pupil premium (the additional funding for pupils known to be eligible for free school meals, looked after children and those with a parent in the armed forces). This is a higher proportion than usually found in most schools. The school receives pupil premium for those known to be eligible for free school meals and looked after children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is high. The proportion of pupils supported at school action plus or with a statement of special educational needs is above that found in schools nationally. In 2013, half of the pupils taking national tests in Year 6 were identified as having a disability or special educational needs. The picture is broadly similar for 2014.
- Almost all pupils come from minority ethnic backgrounds. Over two-thirds speak English as an additional language. This is much higher than usually found.
- The number of pupils who join and leave the school at other than the usual times is high. Many who start at the school in Years 5 and 6 are identified as having a disability or special educational needs, are eligible for pupil premium, and are also at an early stage of English language acquisition.
- The school was formally federated with Selwyn Primary School in September 2013. The schools are led by the executive headteacher and a single governing body. Davies Lane has two senior leaders who are designated 'head of school', and each school has its own governing committee.
- The headteacher is a Local Leader of Education. Five members of staff are Specialist Leaders of Education. The school is part of the Tollgate Teaching School Alliance that offers support to teachers and leaders at all stages in their career. The local authority draws on the high levels of expertise within the school to support others in the area.

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

- Accelerate the rate of pupils' progress in writing by:
  - ensuring that all staff implement fully the exceptionally high-quality practice that is helping many pupils to write to a high standard
  - improving the development of pupils' handwriting so that they all write with a fluent joined script by the time they leave the school.

## Inspection judgements

### The achievement of pupils

### is outstanding

- From their low starting points many pupils in Year 6 in 2013 made outstanding progress to reach the levels expected, or higher than expected for their age. Disabled pupils and those with special educational needs, those supported by pupil premium, or those who speak English as an additional language outperformed their groups nationally in reading, writing and mathematics.
- In mathematics, one tenth of the 2013 cohort reached Level 6, which is more typical of levels reached in secondary schools. This year, almost one quarter of pupils, including pupils supported by pupil premium, are on course to reach this level of attainment in the same subject. A smaller number are on target for Level 6 in reading and writing. This is exceptional achievement for their age, and prepares pupils very well for the next stage in their education.
- The high rate of progress shows a rising trend over time and the school's strong commitment to ensuring that every child has an equal chance to succeed. Frequent checks on pupils' progress throughout the school allow teachers to adapt lessons and immediately direct high-quality support to fill gaps in their learning.
- Children start in the Nursery with knowledge and skills that are well below those usually found at the age of three. They make rapid progress across the Nursery and Reception classes, especially in their personal, social and emotional development and early reading and writing skills. They enter Year 1 with levels of knowledge, skills and understanding above those expected at the age of five. This secure foundation is built on very well in Key Stage 1. Attainment in Year 2 is much higher than in most schools.
- High-quality practice is promoting exceptional standards in writing in many classes. Writing is often imaginative, vivid and sophisticated. Pupils make excellent use of their knowledge of the sounds letters make (phonics) to spell accurately, and apply the correct grammar and punctuation successfully. Senior leaders have set up partnerships between staff to ensure absolute consistency in developing writing skills and that every pupil develops a fluent joined script.
- Well-established processes identify pupils' individual needs when they join the school late in Years 5 and 6, so that individual programmes can be devised for them. Conversation classes and other activities help pupils new to the country to speak, read and write very well in English.
- Often, those joining these year groups late have low levels of attainment and are eligible for pupil premium. They too are helped to make up lost ground quickly. The difference between the attainment of these pupils and their classmates is much narrower than often found. In the 2013 Year 6 national assessments there was no difference in writing, and they were just a term behind them in mathematics and reading.
- Exceptionally skilled support staff and excellent resources for all disabled pupils and those with special educational needs help these pupils to make outstanding progress. Some pupils learn to sign so that they can communicate very effectively with support staff and their friends.

### The quality of teaching

### is outstanding

- Parents, carers, governors and staff are right to believe that teaching is outstanding.
- High expectations and innovative teaching methods inspire and challenge pupils to do their very best. Consequently, pupils show exceptional levels of concentration, determination and resilience. They are confident to work in a variety of ways knowing they have the resources, knowledge and skills they need to carry out their tasks.
- Planning is thorough and builds pupils' knowledge, skills and understanding rapidly. Teachers frequently check pupils' progress, offering clear feedback about what they are doing well and correcting misconceptions. They use their evaluations of lessons, and those of the pupils, to amend activities to help them learn more effectively.
- Teachers have excellent subject knowledge, especially in mathematics. This allows them to

promote the highest levels of attainment. They demonstrate new knowledge and skills very effectively and ensure that pupils use the correct subject terminology.

- In English, the many excellent opportunities to participate in debates, discussions and storytelling allow pupils to develop a wide range of vocabulary to use in their writing. Through probing and perceptive questioning staff help pupils to think their ideas through.
- Staff in the Nursery and Reception are highly proficient in developing children's skills in spoken language, phonics, reading, writing and mathematics. Checks on children's progress are used very well to plan the next steps in their learning. The more-able pupils can read and write simple stories confidently by the age of five.
- Teaching assistants are highly skilled. They work closely with the teachers and know well how to help pupils of all abilities to make the most of every lesson. Those supporting disabled pupils and those with special educational needs or who speak English as an additional language are trained to a high level to support their needs extremely well.
- Teachers' marking of pupils' work is excellent. Pupils are very clear about what they have done well and how to make their work even better.
- Homework activities that also encourage parents and carers to become involved in their child's learning augment the work that pupils have been doing in school, making an important contribution to the speed at which they progress.

### **The behaviour and safety of pupils are outstanding**

- Pupils' behaviour is outstanding. High-quality teaching, captivating activities and pupils' enthusiasm make a strong contribution to an exceptionally positive climate for learning, and promote rapid progress. They consistently demonstrate care, courtesy and consideration towards adults and one another, and cooperate extremely well when working in small groups.
- Pupils are highly motivated and committed to doing their best. They settle swiftly to work and sustain their concentration for long periods. They are conscientious and complete a considerable amount of work in the time available, presenting it to a high standard.
- Parents and carers, staff, governors and pupils are right to say that pupils' behaviour is exemplary, especially in lessons. This allows staff to work uninterrupted with small groups or individuals to push their learning along at a faster rate.
- Relationships are exceptional and pupils of all backgrounds flourish within the school's caring environment. They are extremely supportive to their classmates, especially to those who have a disability, special educational needs or who join speaking very little English. One child said, 'When I came to this school, on the first day everyone wanted to be my friend.'
- Older pupils are proud to take on responsibilities as members of the school and eco-councils, and as advocates and prefects. They carry them out in a mature and sensible manner. Through their discussions with governors and senior leaders, pupils know that their views about school are appreciated. They have influenced the ways in which they are taught, what they are taught, the range of clubs available, and changes in the playground.
- The school's work to keep pupils safe and secure is outstanding. Senior leaders and family support staff work very closely with parents and carers to ensure that procedures to safeguard their children are robust. Vulnerable pupils and their families receive outstanding levels of care and guidance to overcome difficulties that may hold back learning.
- Pupils are fully aware of how to stay safe. Lessons in personal safety in the community, in internet use, and in first aid give them a comprehensive picture of risks they may encounter and how to deal with them.
- Attendance has been consistently above average this academic year. Highly effective procedures, including working with senior leaders in the different faith communities, have resulted in many more pupils attending every day.

**The leadership and management are outstanding**

- Exceptionally skilled, highly qualified leaders and managers at all levels are uncompromising in their drive to ensure that pupils, regardless of their background or ability, make the best possible progress. While managing the rapidly changing nature of the school, and supporting other schools, senior leaders have ensured that outstanding practice has driven improvements in pupils' progress.
- The inclusion team and subject leaders, together with senior leaders, are innovative and relentless in their pursuit of finding the best ways to help pupils learn. They carry high levels of responsibility for raising pupils' achievements, and are held fully to account. Their current focus on the achievements of gifted and talented pupils in mathematics, and writing across the school, is proving extremely successful.
- All leaders and managers have a thorough understanding of numerical information that sets out the achievements of the different groups of pupils in the school. This information is analysed rigorously each term to identify where gaps in pupils' learning need to be filled, or where further challenge is required. Often, programmes of work are devised or amended to meet very specific individual needs.
- Meticulous self-evaluation takes into account the views of staff, parents and carers, governors, pupils, outside consultants and colleagues from partner schools. All are expected to set, and to respond to, the highest level of challenge to bring about improvements. Senior leaders take immediate action to refine practice and make it outstanding.
- A succinct and well-focused plan for improving the school further is driving improvement strongly. Staff and pupils are rising to the challenge to achieve aspirational targets for attainment and progress in each year group. Many pupils, especially those who have been at the school for a long period of time, are working at levels that are higher than those expected for their age.
- Checks on the performance of staff are robust and the links between pupils' progress and pay progression are clear. The high-quality partnerships with other schools, exceptional training programmes, coaching and support for newly qualified teachers have contributed to the rise in the quality of teaching. Many staff who are studying at university, in their own time, to improve their qualifications share their new knowledge with colleagues to benefit pupils' learning.
- Pupils' skills in speaking, listening, reading, writing and mathematics are developed through an innovative and wide range of subjects that make learning lively and interesting. These skills are applied very effectively across a range of subjects. Pupils' spiritual, moral, social and cultural development are promoted extremely well through the strong emphasis on learning about other cultures, art, music, literature, science and life in modern British society.
- Additional sport premium funding has successfully provided pupils with increased participation in a wide range of healthy sporting activities, including competitive sports.
- The close partnership with parents and carers contributes much to pupils' rising achievements and improved attendance. Parents and carers support the work their children do at home, and volunteers frequently visit to listen to pupils read.
- The local authority provides light-touch support for this outstanding school, and uses its expertise to raise the skills of staff in other schools outside the Teaching Alliance.
- **The governance of the school:**
  - Highly effective, experienced, well-trained and skilled governors share the ambitions of staff to pursue excellence in every aspect of the school's work and give pupils the best preparation for their future lives. Through their regular visits, meetings with leaders and managers at all levels, and discussions with parents, carers and pupils, they are extremely well informed about the school. They use this, their thorough appraisal systems, knowledge of the quality of teaching, and in-depth understanding of information on pupils' progress to offer substantial challenge and support to senior leaders to raise achievement. Governors are fully aware of the school's performance compared to other schools, and what is done to reward high-quality teaching and to tackle underperformance. The budget is managed very efficiently to provide high-quality resources that benefit the learning of all pupils. Governors ensure that statutory

duties are met and that arrangements to safeguard pupils are implemented rigorously.



## 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

<b>Unique reference number</b>	103042
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	440975

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	682
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marcia Douet
<b>Headteacher</b>	Maureen Okoye
<b>Date of previous school inspection</b>	24– 25 November 2010
<b>Telephone number</b>	020 8539 2466
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