

Inspection of Daubeney Primary School

Daubeney Road, Clapton, London E5 0EG

Inspection dates: 1–2 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Pupils enjoy their time at school and feel safe. They get on well with adults and are polite towards visitors. Pupils are enthusiastic to learn. They told us that they keep going even if they find things difficult. Pupils value the care and support they receive, particularly around their mental health. They said that they can share their worries with adults in the school.

Pupils behave well. Those who have additional behavioural needs are well supported, including those within the nurture provision. Pupils told us that very little bullying happens at school. Most of those we spoke to said that adults are good at dealing with bullying. However, some pupils, parents and carers are less convinced and think that staff could respond more swiftly.

Pupils have fun and play well together. They like the many clubs and activities available after school.

Pupils are proud of their charity work. They told us about their fundraising for breast cancer charities. They shared their views in a mature manner and were excited about wearing their own clothes for 'pink day'.

In the early years, children are given a good start. However, as pupils move through the school, they do not gain the knowledge they need in subjects such as science, geography and history. This is because the curriculum is not as well planned as it should be.

What does the school do well and what does it need to do better?

The quality of education provided requires improvement. Pupils do not achieve as well as they should. This is because work in different subjects is not planned and taught well enough.

An above-average proportion of pupils meet the expected standard in the Year 1 phonics screening check. However, pupils who struggle to read well do not get the right support. They are not helped to catch up quickly enough. Pupils read books chosen from 'banded boxes' that often do not match the sounds they know. Consequently, this hampers the development of their reading skills. Leaders have not identified this, so have not addressed this problem.

The teaching of mathematics is stronger. The mathematics programme is well structured. Teachers use this to plan lessons that build on pupils' knowledge. Pupils use this knowledge in solving problems but are not so secure in applying their reasoning skills.

In subjects such as science, history and geography, the curriculum is not clearly structured. Teachers' knowledge in these areas is not as strong as in mathematics.

In these subjects, pupils do not learn and remember enough. Pupils are unclear about what they have learned. For example, although pupils learned mapping skills in Year 3, they were unable to use coordinates to find South American countries on a map in Year 4.

The teaching of music, physical education (PE) and personal, social and health education (PSHE) is better. Sequences of lessons are well planned, and teachers' subject knowledge is sound.

Leaders understand the needs of pupils with special educational needs and/or disabilities. The support given to these pupils helps them to make some progress but it is not enough. Teachers and teaching assistants do not have high enough expectations of what they can do. Teaching does not always meet their needs sufficiently.

Pupils learn about the importance of being healthy and eating well. They show a good understanding of respect and tolerance. They said that 'It is OK to be different.' Pupils demonstrate an understanding of democracy and relate this to voting for the school council.

Children get off to a good start in the early years. Children achieve a good level of development, in line with the national average. They settle quickly due to strong transition arrangements and routines. Leaders show good knowledge of early years education and staff are well trained. Through good teaching and a focus on communication and language, children achieve well. Children are taught to read from the start in the early years. They develop their phonics knowledge at an appropriate rate. However, again, for those children who struggle to read, books are not well matched to their needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make sure that all checks on new staff are carried out before they start work in the school. They understand the risks pupils may face. All staff receive up-to-date training in safeguarding. They understand the signs to look out for and how to share concerns to keep pupils safe from harm. Staff work closely with external agencies to support pupils and their families when necessary. Pupils know how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not consistently well structured and sequenced. The ambitions of the national curriculum are not covered in all subjects. Programmes of learning are strong in mathematics, PE, music and PSHE. Leaders need to ensure that

other subjects are similarly well planned and sequenced. Teachers should be provided with better plans and specialist subject knowledge, particularly in science, geography and history.

- Some pupils' reading skills are not as strong as they could be. The books that pupils read in school and at home are not well matched to their needs. Pupils are not supported or challenged sufficiently to develop their reading. Leaders need to ensure that the books pupils read are better matched to their reading ability.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100223
Local authority	Hackney
Inspection number	10088765
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	597
Appropriate authority	The governing body
Chair of governing body	Laurence Kavanagh
Headteacher	Janice Thomas (executive headteacher) Gregory Logan (head of school)
Website	www.daubeney.hackney.sch.uk
Date of previous inspection	26 June 2018

Information about this school

- In September 2018, Daubeney Primary School became part of a federation with Lauriston and Sebright Primary Schools. The executive headteacher oversees the work of all three schools.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We visited lessons in all year groups, usually with a senior leader.
- We met with the executive headteacher, the head of school, senior and subject leaders, class teachers, governors, including the chair of governors, and a representative from the local authority.
- We observed and listened to several groups of pupils read to a member of the school staff.
- We looked at pupils' work in a range of subjects to see how well the curriculum is implemented. We spoke with them about their experiences and learning at school. On the first day of the inspection, we focused on reading, mathematics,

science, geography and history. On the second day, we looked at music and PE.

- We observed and talked to pupils at lunchtime and playtime.
- We considered a range of documents, including curriculum documents, minutes of governors' meetings, school policies and documents relating to safeguarding, attendance and behaviour.
- We looked at the safeguarding checks and records. We met with the designated safeguarding lead. We spoke with staff about how they keep pupils safe and asked the pupils how they are taught to keep themselves safe.
- We spoke to parents at the beginning and end of the school day. We considered the views of pupils, parents and staff through online surveys.

Inspection team

Andrew Hook, lead inspector

Her Majesty's Inspector

Simon Knowles

Ofsted Inspector

Brian Simber

Ofsted Inspector

Lando Du Plooy

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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