

Inspection of Daubeney Academy

Orchard Street, Kempston, Bedford, Bedfordshire MK42 7PS

Inspection dates:	1 and 2 July 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Requires improvement

The headteacher of this school is Chris Carter. This school is part of the Chiltern Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Adrian Rogers, and overseen by a board of trustees, chaired by Graham John Pryor.

What is it like to attend this school?

Daubeney Academy fosters a truly inclusive culture where diversity is not only respected but joyfully embraced. Pupils support one another and serve as proud ambassadors, actively shaping school life and strengthening the sense of community.

The school encourages ambition and equips pupils with the confidence and skills to chase their goals. This cultivates a culture of aspiration that extends beyond academic achievement. Pupils grow in independence, character and self-belief.

The school has high expectations of all pupils. They are encouraged to be 'first class' in all of their work. Teachers help pupils to achieve and progress well through their studies. They are attuned to their individual needs. Pupils progress well in their core subjects, with the school working hard to improve the quality of education in other subjects.

Behaviour across the school is exemplary. Pupils conduct themselves with respect, reflecting the school's values in their everyday actions. With a strong focus on well-being and safeguarding, the school offers a warm and nurturing environment in which every child is supported to grow and succeed.

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

The school's work to improve the quality of education is clearly seen in what current pupils know and understand. The school has reached a point where the curriculum is taught consistently well across the school. Leaders' focus on the core subjects of English, mathematics and science has borne fruit. Staff have benefited from useful training, helping them to teach and assess the curriculum well. They are now focusing on developing the same level of quality in all subjects. The school is ambitious, increasing the proportion of pupils completing the English Baccalaureate with the development of the humanities offer in the school.

Teachers demonstrate strong subject expertise, enabling them to deliver clear, precise explanations that support pupils. Strong, trusting relationships between staff and pupils foster a classroom atmosphere where learning is prioritised and every moment is used effectively. Routines are well established, with teachers ensuring that pupils remember what they have learned. This is seen through regular checks on pupils' understanding. Teaching challenges pupils to think deeply and explore ideas, nurturing a strong sense of curiosity.

Tailored support is readily available for those who need it, including pupils with special educational needs and/or disabilities (SEND). Interventions are both carefully planned and impactful. The school assesses the emerging needs of pupils and provides the help that is required quickly. Pupils who speak English as an additional language are given intensive support to help them access the curriculum and communicate with their new friends.

Helping pupils to develop their reading is a priority for the school. This is particularly for the weakest readers, including those who speak English as an additional language. Pupils

advance well, giving them greater access to the curriculum. Enjoyment of reading is encouraged through events such as the 'great reading quiz'. The school is now developing reading across the curriculum to help develop subject-specific vocabulary.

The school has established a well-rounded personal development programme that equips pupils for life in modern Britain effectively. Pupils feel confident and articulate their views and opinions clearly. Pupils wear their 'class' badges with pride, a symbol of the school's ethos of 'nurturing first-class futures'. The school's excellent careers guidance further prepares pupils for their future, providing them with a thorough understanding of the pathways available. A rich variety of enrichment opportunities, clubs and trips further enhance their learning and experiences.

Pupils demonstrate exemplary behaviour, supported by staff who uphold fair and consistently high expectations. Pupils take ownership of their actions and play an active role in shaping the school's behaviour systems. This reflects a shared commitment to positive conduct. They arrive to lessons punctually, prepared and eager to learn. A strong sense of mutual respect is evident. Pupils treat one another with kindness and value the diverse perspectives, beliefs and backgrounds in their school community.

Leaders have driven significant improvements in the school. The trust has provided much support to help implement and drive change, ensuring pupils receive the education they deserve. Staff value the opportunities for professional development and support for their well-being. Parents and carers and staff are overwhelmingly positive about the school. Leaders have ensured that staff, pupils and families have played a part in the school's journey. This has encouraged trust, engagement and stability.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff are in the early stages of receiving the training to teach, assess and adapt the curriculum as the school intends. This means that pupils do not yet receive the precise teaching and support they now receive in core and other subjects. Leaders should ensure that teachers continue to be supported in developing their teaching and assessment approaches to help pupils make the best possible progress.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138067
Local authority	Bedford
Inspection number	10378516
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	575
Appropriate authority	Board of trustees
Chair of trust	Graham John Pryor
CEO of the trust	Adrian Rogers
Headteacher	Chris Carter
Website	www.daubeneyacademy.co.uk
Dates of previous inspection	21 and 22 February 2023, under section 5 of the Education Act 2005.

Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school currently uses five registered alternative provisions to support the needs of pupils in the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education

provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, languages and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The lead inspector met with the CEO, representatives of the trust and members of the local advisory board, including the chair.
- Inspectors held meetings with a range of school leaders, including those who are responsible for behaviour, safeguarding and pupils with SEND.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors met with groups of pupils to discuss their lessons, behaviour, personal development and safety.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of records relating to behaviour and attendance.
- An inspector held telephone calls with a range of alternative provisions.
- The lead inspector considered the responses and free-text responses received during the inspection to Ofsted Parent View. She also considered the responses to Ofsted's staff survey and the responses to Ofsted's pupil survey.

Inspection team

Louise Cooper, lead inspector

His Majesty's Inspector

Tessa Holledge

His Majesty's Inspector

James Chester

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025