

# Davies Lane Primary School

## Inspection report

---

<b>Unique Reference Number</b>	103042
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	298521
<b>Inspection dates</b>	19–20 September 2007
<b>Reporting inspector</b>	Nick Butt

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

---

<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 on roll</b>	
School	398
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Marcia Douet
<b>Headteacher</b>	Mrs Maureen Okoye
<b>Date of previous school inspection</b>	12 June 2006
<b>School address</b>	Davies Lane Leytonstone London E11 3DR
<b>Telephone number</b>	020 8539 2466
<b>Fax number</b>	020 8988 6498

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	19–20 September 2007
<b>Inspection number</b>	298521

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school serves an urban area where there are significant elements of social deprivation. Four fifths of pupils come from a wide variety of minority ethnic backgrounds. Three out of five pupils speak English as an additional language. Almost half the pupils are eligible for free school meals, a very high proportion. More than a third of pupils have learning difficulties or disabilities, well above average. There is a high level of mobility outside normal admission times. The acting headteacher was appointed in July 2007 and is supported part-time by a consultant headteacher. At its last inspection the school was given a Notice to Improve because of significant weaknesses in standards and teaching. The school has an award for promoting physical activity.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This satisfactory school is improving as standards are rising and teaching is better than it was. A parent summed up the views of many when writing, 'This is a school where children learn that learning is fun and rewarding and not a chore.' At the time of the last inspection, standards were exceptionally low, but now they are below average, and pupils usually meet the challenging targets they are set from low starting points. The new acting headteacher has worked closely with the leadership of the school and the School Effectiveness Adviser to bring stability and continuity through a period of change and uncertainty. She is successfully building a committed staff team focused on raising standards and achievement and increasing pupils' enjoyment of school.

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Children get off to a good start in the Foundation Stage because of an exciting curriculum that harnesses their natural curiosity and develops their early skills well. Progress in Years 1 to 6 is satisfactory overall, although the rate of progress varies between classes, and tends to be better in Years 5 and 6. Pupils enjoy positive relationships with the staff and have good attitudes to learning. An increasingly creative curriculum engages pupils and motivates them to learn. Whilst teaching is mainly satisfactory, there are also good elements where learning is broken down into carefully planned steps and teachers' high expectations mean pupils achieve well. In some lessons, the work is not matched sufficiently well to pupils' abilities, and this slows their rate of progress. Pupils with learning difficulties and disabilities are identified and supported appropriately and make satisfactory progress.

Pupils' good personal development and well-being means they behave well in class and around the school, and are considerate to one another. They take their many responsibilities seriously. As one pupil remarked, 'Each one of us has something to do for the school.' The school has outstanding procedures in place to hear and act upon pupils' views in all aspects of their education, including learning. One pupil commented, 'We get a lot of say.' Pupils enjoy coming to school and say they find lessons 'more fun and challenging.' Attendance is similar to that found in most schools and has improved significantly. Pupils have a good understanding of staying healthy and keeping safe, and feel free from bullying. The school gives them the confidence they need to be ready for their move to secondary school.

Pupils' care, support and guidance are satisfactory with strengths in pastoral care and links with other agencies and organisations. Pupils have targets to improve their work, but these are not always specific enough. Consequently, they are sometimes unclear whether they have met a target and what they need to do next. There are effective systems in place to monitor the quality of teaching and learning, and good support is offered to teachers to hone their skills. The progress of individual pupils is measured carefully within classes. However, leaders have not yet developed effective systems to track the progress of different groups across the school to identify promptly any possible underachievement. The school has made gains since its last inspection, and has a satisfactory capacity to build on these further as it realises its aim to become 'a family of learners'.

## Effectiveness of the Foundation Stage

### Grade: 2

The children in the Nursery and Reception classes get off to a good start because of good teaching and an exciting curriculum. Lessons are planned well to challenge children and promote their enjoyment of learning. Children's achievements are recorded in detail, although these are not always matched sharply to the Foundation Stage Profile criteria. Children are cared for well and settle quickly into school. Leadership and management are good with an accurate understanding of areas to improve.

### What the school should do to improve further

- Set work that meets the needs of all pupils so that the rate of progress accelerates.
- Make pupils fully aware of how to improve their work by setting a range of specific targets that sufficiently challenge them.
- Measure the progress of different groups of pupils at frequent intervals so that any underachievement can be tackled promptly.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Children enter the Nursery with very low skills and abilities and make good progress in the Foundation Stage. Even so, many do not reach the expected early learning goals by the time they reach Year 1, especially in language and communication. Progress in the rest of the school is satisfactory, and standards have risen to below average now from being exceptionally low in the past. In some classes, especially in Years 5 and 6, where there is more good teaching, pupils' achievement is good. The achievement of pupils with learning difficulties and disabilities is satisfactory because of the consistent support they receive. Pupils who speak English as an additional language settle well into the school and make satisfactory progress.

## Personal development and well-being

### Grade: 2

In this multi-cultural school, pupils show respect for one another's traditions and faiths. Their good spiritual, moral, social and cultural development means they work and play harmoniously together, with older children supporting the younger ones. One pupil said, 'I feel more responsible for my actions.' Pupils have an excellent say in what goes on through the school council, learning councils and advisory council and comment upon teaching and learning as well as recreational matters. They visited another school to compare lessons with their own and brought back some interesting ideas about how they could become more involved in their learning. They make a good contribution to their community through musical and sporting activities and raising funds for charity. Pupils have close links with a school in Nigeria. Increasingly, the school is giving pupils the skills they need for a life of learning as their enjoyment of school increases and as they develop positive attitudes and increased self-esteem.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching has improved. Lessons are usually conducted at a brisk pace that attracts pupils' interest and assuages their thirst for knowledge. There are good relationships between pupils and staff, and pupils are involved actively in their learning. Lessons are planned to make learning fun, with plenty of discussion and drama and opportunities to share ideas. In one effective lesson, Year 6 pupils were able to build complex sentences by joining two phrases together with a connective. The teacher broke down the learning for them into manageable steps. In some classes the pace of learning is slower because the work set does not match pupils' abilities fully and teachers do too much of the talking themselves. Some of the marking helps pupils to improve and there are opportunities for them to assess their own learning. The effectiveness of this is not yet consistent across the school.

### Curriculum and other activities

#### Grade: 3

The curriculum is more creative than at the time of the last inspection and is relevant to pupils' own lives and experiences. More use of role-play and drama helps to bring learning alive and fires pupils' enthusiasm. The school's Victorian classroom, with old-fashioned desks and slates, the original log-books and teacher's cane, is an excellent resource in this historic building. The improvements to the curriculum are more established in some classes than others, especially in the provision of English and mathematics. There is a good level of enrichment through visits and visitors to the school. Workshops have included tram-making, balloon buggies and Aboriginal dot painting. Pupils have plenty of opportunities to enjoy sports and musical activities.

### Care, guidance and support

#### Grade: 3

Pupils receive a good level of care with effective procedures to ensure they are safe and to protect them from risk. There are good systems in place to identify and support pupils who have learning difficulties and disabilities. The school has good links with other agencies, who give advice. Pupils value the staff's commitment to them. One said, 'The teachers really take time to help you understand.' Academic guidance is satisfactory, but some pupils are not clear about how well they are doing and their targets are not tailored to individual needs. This means targets are sometimes too easy for the more able pupils.

## Leadership and management

#### Grade: 3

The acting headteacher has brought together an enthusiastic team of middle managers. They monitor the work of the school well using a wide range of measures, including the views of pupils. This gives them a clear idea of what needs to be done next for the school to improve further. Skilful and targeted professional development has contributed to better teaching and learning for pupils, and helped standards to rise. In setting targets, leaders are aware of the progress of individuals, but systems are not fully established to track how well different groups are doing across the school and over time. The school has identified this as an area for

development. Individual governors support and challenge well, but the governing body is not yet working efficiently as a whole group, having been through several changes. The school building is kept in immaculate condition by the site service manager and his team, which makes it an attractive place for pupils and staff to work.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

3 October 2007

Dear Pupils

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

Thank you very much for making us so welcome at your school. We enjoyed meeting you and agree that your school is improving all the time. Yours is a satisfactory school with strengths in the way it cares for you and brings out the best in you. The youngest children get off to a good start in the Nursery and Reception classes. You behave well and look after one another. You enjoy your lessons and are keen to take part. The standards you reach are going up. While they are still not quite where they should be, they have come a long way in the past year. The teaching is better than it was, as teachers involve you more in lessons. We thought your Victorian classroom was brilliant with all the records of what life used to be like at the school. We are pleased at the way the school asks your opinions about your experiences and acts upon them.

In some lessons we believe the work could be set so that it is just right for you, as some of you found it too easy and others were struggling. We are glad you have targets, but we think they could be more suited to your learning so that you know exactly how well you are doing. The teachers have a good idea about your own progress in the class, but we think it would be helpful if they took a wider look at how quickly different groups of you learn. That way they could make sure everybody was doing the best they could.

Thank you once again for your help, and our best wishes for the future.

Yours sincerely,

Nick Butt

Lead inspector