

Daubeney Primary School

Inspection report

Unique Reference Number	100223
Local Authority	Hackney
Inspection number	335164
Inspection dates	8–9 December 2009
Reporting inspector	Adrian Lyons HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	512
Appropriate authority	Interim executive
Chair	Yvonne Servante
Headteacher	Karen Jaeggi
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited twenty lessons, and held meetings with senior and middle leaders, parent governors from the shadow governing body, the chair of the interim executive board (IEB), representatives from the Learning Trust and pupils. They observed the school's work, and looked at the school's considerable documentation regarding pupil progress, the quality of teaching and safeguarding. At the previous inspection in June 2008 the school was placed in special measures because it was failing to give its pupils an acceptable standard of education. Inspectors subsequently visited the school on three occasions to monitor its progress, and reinspected the school in December 2009.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The improvement since the last monitoring visit in the proportion of good teaching to accelerate pupil progress.
- The improvement in the use of assessment and data to more systematically identify learning needs and to provide greater challenge for all pupils, including the more able.
- The development of leadership and management at all levels since the last monitoring visit.

Information about the school

Daubeney is a much larger than average inner-city school. Almost 90% of pupils come from a variety of minority ethnic backgrounds, the largest being Black African. Over half the pupils speak an additional language to English, a much higher proportion than found nationally. The percentage of pupils eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is above average. Many of these pupils have behavioural and emotional difficulties. The school has an award for promoting healthy lifestyles. The school is part of an Education Action Zone and a cluster for extended services. The Nursery is accommodated in a newly built children's centre. The school is currently led by an interim headteacher for three days a week and a headteacher designate for two days a week. This is a transitional arrangement until the headteacher designate takes up her full-time post on 1 January 2010. Since the last inspection there have been substantial changes in leadership and staff at all levels.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

When the school was placed in special measures the key areas for improvement were to:

- raise standards and achievement in English, mathematics and science
- improve the quality of teaching and learning by raising teachers' expectations of what pupils can do and achieve
- ensure that pupils' learning needs are identified promptly and that effective interventions are put in place to accelerate their progress
- increase the effectiveness of leadership and management by ensuring there is systematic and rigorous monitoring of standards and provision by leaders at all levels, and by the governing body.

There has been good progress in all these areas. The school now provides its pupils with a satisfactory and improving standard of education. Many elements are good. The new leadership team has been highly successful in changing the culture inside the school and the image outside the school. Overall, given their starting points, pupils are now making good progress. However, resulting from the legacy of underachievement and uninspiring teaching, standards remain low but are rising sharply.

Pupils feel safe in a very secure building. The school's organisational and administrative arrangements for ensuring safety and managing risks are exemplary and their impact is usually very good. The school is effective in managing behaviour, but some pupils present particular challenges. One reason for pupils' improved progress is that they are well cared for in a supportive environment. Teaching is often good and sometimes outstanding. There is already clear evidence of impact and accelerated progress by pupils. This is the result of the hard work and passion of leaders and staff at all levels coupled with the positive response of pupils. Good behaviour together with the vibrant classroom displays contributes to the very positive learning environment. Pupils clearly enjoy coming to the school. This can be seen by their engagement in lessons and their above-average attendance.

Leaders have good plans for further development of the satisfactory curriculum. A greater emphasis on creativity is intended. Pupils are very clear that they want lessons that are 'more fun' because they 'are doing things'. The school is also trying strategies to involve parents better. Parents meetings are better attended, social activities are well supported and the school provides adult computer training. However, the school could do more to engage parents and carers to help them support learning, especially the

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large proportion for whom English is not their first language.

Given the recent history of changes in staffing and leadership, inspectors carefully investigated the stability of current structures and the succession planning. Meetings were held with key stakeholders from the learning trust and the interim executive board, and inspectors worked closely with the interim headteacher and headteacher designate during the inspection. These meetings, together with meetings with other senior and middle leaders, showed they know extremely well the school's strengths and areas for further development. This and the record of substantial recovery provide strong evidence that the school's capacity for further improvement is very secure.

What does the school need to do to improve further?

- Build on existing good practice, ensuring that all pupils receive consistently good teaching, so they achieve their full potential and reach expected standards.
- Improve the curriculum by designing a more practical and creative curriculum with innovative delivery that better meets pupils' needs and interests.
- Increase the level of parental and carer involvement in the school, so that they play an increasingly effective role in their children's education.

Outcomes for individuals and groups of pupils**3**

Pupils now achieve well because the quality of their learning in lessons is good. Pupils say they enjoy being at school, and this was clear from the lessons seen during the inspection. Teachers have worked hard to ensure their classrooms are stimulating learning environments. The high-quality displays reinforce pupils' learning, for example by indicating to them how they can improve the standards of their work. In all classrooms there is a productive learning atmosphere that results from the very strong quality of the relationships that teachers have established with and among their pupils. There is a noticeable level of consistency in the use of basic routines for classroom teaching. The result is that pupils are clear about the purposes of lessons, and this contributes to their good levels of engagement.

Results generally have improved substantially following better teaching, careful tracking of pupils' progress and greatly improved pupils' attitudes to learning. The school has set itself challenging targets in national assessments for Years 2 and 6. Pupils begin school with academic standards that are well below average. Results from the summer 2009 national tests show that, while standards in Year 6 remain low, there has been good improvement since last year and the gap between attainment at the school and the national average is beginning to close. Nevertheless, a legacy of underachievement has resulted in pupils having a lot of ground to make up. At Key Stage 2, 58% of pupils achieved Level 4 in both English and mathematics. This marks a substantial rise on the year before but is still well below the national average. Predictions for the current Year 6 indicate a further substantial closing of the gap but with results remaining below average. Improvement by the end of Key Stage 1 has been quicker to demonstrate impact, because these pupils have had fewer years of inadequate provision. The result is

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that standards at the end of Key Stage 1 are now broadly average, with pupils performing at national expectations in mathematics and close to average in reading and writing. However, at both key stages the proportions gaining higher levels, although increasing, remain very low. The school has carefully analysed the progress of different gender, ethnic and economic groups and has identified additional support as needed. Most other outcomes for pupils are good, but there is scope to give more attention to their economic well-being. The grade for attendance reflects that it is above the national average but does not reflect the really hard and effective work put in by the school to achieve this.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most teaching is good. Teachers receive systematic training, coaching and good feedback. This has resulted in improved subject knowledge, consistency and confidence. Increased opportunities for pupils to share, discuss and reflect on their work result in greater engagement and a faster pace to learning. Good marking provides very useful feedback to pupils and this has a positive impact on learning. However, opportunities to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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check understanding in lessons are sometimes missed. Teaching assistants generally make a good contribution to learning. Specific training and monitoring are being provided to extend their role even further.

Relationships are good because teachers are enthusiastic and provide consistent and positive feedback to the pupils. As a result, behaviour is good and pupils show good attitudes to their work. Extremely stimulating and helpful learning environments also help to build up pupils' learning well.

The traditionally based curriculum meets statutory requirements and meets the needs of all groups of learners. Pupils' skills in literacy are regularly built up in lessons and extra help is available when needed. The recent development of cross-curricular enquiries such as the Year 6 work on Greece enhances pupils' understanding of wider topics, while the whole-school Inspire Work week made an important contribution to pupil's future economic well-being and to raising their aspirations. However, currently good plans to enhance the curriculum are yet to be implemented.

A feature of the school is the wide range of well-attended clubs, out-of-school activities and visits such as the Year 5 trip to the Imperial War Museum.

All staff ensure that the care and well-being of pupils is given a high priority. Pastoral care is effective in supporting the needs of all pupils through learning and behaviour mentors. This is an inclusive school where families are well supported through good partnerships with external agencies.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers at all levels have been very successful in ensuring consistency in the ways in which teachers manage pupils' behaviour, track their progress and plan to meet their needs. This is having a clear impact on pupils' achievement, as shown by the data from regular assessments this term, demonstrating the good capacity to make further improvements. The progress of different groups of pupils as well as different classes is rigorously monitored. While the progress of pupils is considered as part of a group, each pupil is known as an individual, reflecting the school's strong commitment to equal opportunities.

Subject leaders have monitored teaching and rigorously scrutinised pupils' work. The impact of this is evident in the effective marking in pupils' books. The IEB has been

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instrumental in holding the school to account and planning the smooth transition to new leadership. A shadow governing body has been established, providing both continuity and increasing opportunities for parental involvement. The good and harmonious relationships between pupils from different backgrounds are evidence that the school contributes well to community cohesion. It continually evaluates its impact, has a middle leader with specific responsibility in this area and through social events is bringing together parents from a wide range of backgrounds. However, work in this area is relatively recent.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery class with skills that are well below those expected for their age. Around a half speak English as an additional language and have not attended any pre-school setting before. The high-quality accommodation and resources together with experienced adults contribute significantly to how quickly they settle into school life. The Early Years Foundation Stage leader applies her expert knowledge and understanding to planning interesting, varied and practical tasks which cover all six areas of learning both inside and outside of the classroom. Children have an exciting and active time exploring this wonderland of activity and interest. They have time to explore, investigate, solve problems and consolidate their learning through repeating activities. Very skilled adult intervention, focused on developing language structures and encouraging speaking and listening, increases children's opportunities to learn in any activity.

Children move into the Reception class and continue to be able to choose interesting and practical tasks. They receive good-quality teaching and continue to make good

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progress in important literacy and numeracy skills. However, when children choose their own activities, for example practising writing letters or their names, adults do not always contribute to their learning, either by showing them examples of good letter formation or by extending their understanding of letter sounds through further oral practise.

By the time they reach the end of the Early Years Foundation Stage their attainment is broadly in line with national expectations, representing good progress. Leadership and management are effective through sharing a common understanding of the conditions in which young children learn well. All adults make accurate observations of children at play and produce high-quality individual profiles showing work and interesting photographs. All welfare arrangements and safety procedures are fully in place. There are good links with parents and carers, who are given excellent support as their children start in the Nursery. The identification of and support for children with special educational needs and/or disabilities is very detailed and thorough, contributing very well to their good progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. The school has sought to gather the views of parents through questionnaires, although the response has been small. Inspectors discussed the school with parent governors. They were very pleased with improvements in the school. They had been well informed regarding changes in leadership. They felt that while contact with parents had improved and that there were successful attempts to involve them through social evenings, more could be done to make the school accessible to parents of all backgrounds.

Responses from parents and carers to Ofsted's questionnaire

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Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 December 2009

Dear Pupils

Inspection of Daubeney Primary School, Clapton E5 0EG

I am writing to thank you for the welcome you gave me and my colleague when we visited your school on the 8th 9 December 2009, and on our previous visits over the last year and a half. We really appreciated the help you gave us, especially in sharing your work and your ideas about the school.

You probably know that for some time inspectors wanted your school to have special help and so your school was in 'special measures'. I am delighted to tell you that as a result of the hard work by you and your teachers, we were able to see that your school has got a lot better and it no longer needs 'special measures.'

You attend a school that is getting better all the time. Most of the time your behaviour is very good and we saw different groups of pupils getting on really well at break times and in lessons. Your teachers are helping you to learn quickly. We saw a lot of interesting and exciting lessons. You learn a lot of interesting things that will be helpful to you as you grow older. In your books we could see that marking is very helpful to you. You told us that you like lessons that are fun and keep you active. We have asked the school to provide more opportunities for this.

We found that the school looks after you all very well. You told us that you feel safe and really enjoy coming to school. Your teachers know you well and have a lot of information on how well you are doing. The school is using that information to help you do even better. There are a lot of extra things for you to do outside of lessons, such as clubs and sport.

This is what we have asked the school to do to make it even better.

- Make sure that you all receive the best teaching so that you are able to do better and produce work that is as good as it possibly can be.
- Work harder at getting your parents and carers more involved in helping you with your learning.

Yours sincerely

Adrian Lyons

Her Majesty's Inspector

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