

# Daubeney Middle School

## Inspection report

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<b>Unique Reference Number</b>	109679
<b>Local Authority</b>	Bedford
<b>Inspection number</b>	337353
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Margaret Jones HMI

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

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<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	9–13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	481
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ken Deveson
<b>Headteacher</b>	Mrs S Evans and Mr J Chopping (Co-headteachers)
<b>Date of previous school inspection</b>	28 February 2007
<b>School address</b>	Orchard Street Kempston Bedford
<b>Telephone number</b>	01234 400111
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<b>Email address</b>	daubeneyms@deal.bedfordshire.gov.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty six lessons were observed; and twenty one teachers seen; meetings were held with groups of pupils, the Chair of Governors, staff and the headteacher of the local upper school. Inspectors observed the school's work, and looked at the school development plan, safeguarding documentation, school policies and 152 parental questionnaires.

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

- progress in learning especially for those pupils who speak English as an additional language and those with special educational needs and/or disabilities
- the impact of behaviour on achievement and the level of exclusions
- the consistency of teaching across the school.

## Information about the school

Daubeney is part of the Kempston Education Trust group of schools in Bedford. It serves a relatively deprived area of the community. Two headteachers jointly share responsibilities for leading the school. A slightly higher than average proportion of pupils has special educational needs and/or disabilities, and there is special provision for those with specific learning difficulties. Just over a third of pupils are from minority ethnic groups, and of these well over half speak English as an additional language, although very few are at an early stage of language acquisition. The school has Healthy Schools status and has achieved a range of awards including Sports Mark and the Inclusion Quality Mark accreditation. The school is subject to the re-organisation of the middle school system in Bedford Borough.

**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**

**3**

## Main findings

Daubeney is a satisfactory school with a harmonious, working atmosphere. Pupils enjoy their lessons, particularly physical and practical subjects, and are keen to learn. They produce high quality art work and love singing in the choir and playing in the many instrumental groups. Pupils make steady progress during their time in the school and by the time they leave in Year 8 they have secure literacy, numeracy and information and communication technology (ICT) skills. However, the progress of pupils who speak English as an additional language and the lower attaining pupils has lagged behind because their specific needs were not being met. It is now beginning to improve as the result of the successful intervention strategies the school has made. Clear and successful policies to promote good behaviour and attendance are in place. Pupils across the school feel safe and secure and they are able to learn in a calm, orderly environment. Pupils have good knowledge and understanding about how to live healthy lives. They make a good contribution to the community by acting as school council representatives and helping younger pupils learn to read.

The quality of teaching is often good with lessons that engage pupils well. However, it is graded satisfactory overall because the work planned does not always meet the individual needs of the pupils in lessons. This means that the higher attaining pupils are not sufficiently challenged while the lower attainers find the work too difficult. The use of assessment across the school is inconsistent and pupils do not always know how to improve their work. This is often why pupils make satisfactory rather than good progress. The curriculum is good and includes an effective personal, social, health and economic programme and many enrichment activities which the pupils enjoy. The school is a very caring and inclusive community. The emotional and social care of pupils is at the top of the school's agenda, especially for pupils whose circumstances make them vulnerable or those who have special educational needs and/or physical difficulties. Skilled teaching assistants support these pupils and many of them make good progress as a result.

The senior management team have been successful in maintaining a stable staff in a period of uncertainty over reorganisation. Their self-evaluation of the school's work is largely accurate and action has been taken to eliminate unsatisfactory teaching and to embed literacy and numeracy across the curriculum. However, the monitoring of teaching and learning is too focused on what the teacher does and not on the quality of the learning that takes place. The capacity for sustained improvement in the future is secure and the school is going in the right direction.

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

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- Drive up standards of attainment by:
  - improving expectations and challenge for all pupils
  - implementing whole-school training on supporting pupils who speak English as an additional language.
- Improve the quality of teaching by ensuring that data are used more effectively to plan for the needs of individual pupils and that the assessment of work and feedback to pupils is consistent across all classes.
- Improve the monitoring of teaching by focusing lesson observation on the quality of learning taking place rather than the actions of the teacher.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

In 2009 the percentage of pupils achieving Level 4 and above at Key Stage 2 was broadly in line with national averages for English and science but significantly below average in mathematics. Provisional data for 2010 suggests that attainment has improved and is now broadly average for both English and mathematics and the school has met the majority of its targets. This improvement is as a result of successful intervention strategies by the literacy and numeracy coordinators.

Evidence from inspectors' observations of lessons shows that pupils make sound progress and by the end of Year 8 many pupils do well in the annual tests. Pupils who speak English as an additional language and lower attaining pupils do not do as well as other pupils and the school has put measures in place to address this. These are beginning to have a positive impact. Pupils with special educational needs and/or disabilities make satisfactory progress across the school. Those pupils with specific reading and language difficulties are making good progress because of expert, intensive support from the special needs coordinator and well-trained teaching assistants.

Pupils feel safe in school. They say instances of bullying are few and they are confident that any issues are dealt with promptly and effectively by their teachers. Pupils behave well in lessons and around the school. They show respect for each other and the staff. Numbers of exclusions have fallen dramatically over the last year as a result of a clear behaviour policy with rewards and sanctions which has been implemented consistently. This has had a positive impact on achievement. Pupils value their school community and they accept a range of responsibilities enthusiastically. Pupils know what constitutes a healthy diet, although not all apply this knowledge to the packed lunches they bring to school. Pupils benefit from the well planned personal, social, health and economic education programme. Nearly all pupils take advantage of the extensive sporting activities provided by the school and many cycle to school.

Pupils develop the wider skills such as team and group working well and they take advantage of a range of enterprise initiatives. They are able to apply basic skills of literacy and numeracy, and their ICT skills are developing well. Attendance is above

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average and pupils are generally punctual to lessons. Pupils mix well with others from different ethnic and religious backgrounds and share a sense of common values. They are able to make reasoned judgements and they know the difference between right and wrong. Their cultural development is strong due to the wealth of musical, drama and art experiences the school provides.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

In many of the lessons observed teaching was good. Effective questioning was used to elicit understanding, pupils showed interest in their work and teachers recapped learning well in effective plenary sessions. As a result pupils made good progress in their learning. However, where teaching was satisfactory rather than good, lessons were too teacher led, expectations were not clear and there was a lack of challenge for the more able pupils. This led to some off-task behaviour. Planning for the needs of pupils with different levels of ability or those who speak English as an additional language was written into plans but did not always happen in practice. The use of assessment to support learning was inconsistent across the school. In English, pupils knew their levels and

<sup>1</sup> 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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targets and how to improve using subject specific knowledge but in other subjects pupils were unclear about their targets and what they needed to do to improve.

The curriculum in Years 5 and 6 enables pupils to make links between subjects and understand the relevance of what they are learning. This is further strengthened by a rich and varied programme of speakers and visitors. In Key Stage 3, a good programme of subjects is taught, including two modern foreign languages, with the support of educational partners. The numeracy and literacy programmes are having an increasing positive impact on the wider curriculum and there are growing opportunities for ICT to be used in many subjects.

There are high levels of pastoral care across the school and care for pupils whose circumstances make them vulnerable is outstanding. Pupils benefit greatly from the excellent partnerships with other agencies ensuring a positive impact on pupils' self-esteem. There are close working relationships with parents through the school's pastoral officer. The inclusions manager helps the school to minimize fixed term exclusions to avoid interruptions to pupils' learning. A well established induction programme ensures that pupils entering and leaving the school have a smooth transition. The school jointly employs a highly effective school counsellor and the 'Wanna Chat' provision is valued by pupils. The school is working hard to refine its use of data but currently the quality of academic guidance is too variable, especially to help pupils to know how much progress they are making.

*These are the grades for the quality of provision*

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

### **How effective are leadership and management?**

The cohesive and supportive leadership team have put into place strategies which are beginning to have an impact on raising standards. The school development plan has appropriate targets and actions but needs to be sharper in terms of timescales and monitoring impact. The school plays an active role in the local partnership of schools which is bringing a range of benefits for pupils. Governors are very much involved in the life of the school and are knowledgeable about its strengths and areas for development. They are questioning and strategic in their approach. The school knows the local community well and has taken action to promote community cohesion. It has conducted an audit of provision which identified a lack of the international dimension and there are now plans in place to link with a South African school over improving standards of literacy. However, it does not evaluate the impact of this work. There are rigorous

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policies and procedures in place covering all aspects of safeguarding which are routinely reviewed, and at the time of the inspection, all safeguarding requirements were meticulously addressed. The school promotes equal opportunities well but the underperformance of pupils who speak English as a second language is only beginning to be successfully tackled.

*These are the grades for leadership and management*

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

## Views of parents and carers

A large majority of parents and carers who responded to the questionnaire are positive about the school. For instance; 'I am extremely happy with Daubeney. My child has been offered many opportunities from the school's extensive range of extra-curricular activities and she has flourished. Staff are helpful, friendly and caring.' However, a small minority have concerns about behaviour, how well the school helps parents to support their child's learning and how well they are kept informed about progress. Inspectors found little evidence to support these views as only good behaviour was seen during the inspection and the school is proactive and works hard to involve parents and carers.



### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Daubeney Middle School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 152 completed questionnaires by the end of the on-site inspection. In total, there are 481 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	38	86	57	8	5	0	0
The school keeps my child safe	52	34	91	60	7	5	0	0
The school informs me about my child's progress	35	23	105	69	12	8	0	0
My child is making enough progress at this school	40	26	99	65	11	7	0	0
The teaching is good at this school	40	26	107	70	4	3	0	0
The school helps me to support my child's learning	28	18	104	68	15	10	0	0
The school helps my child to have a healthy lifestyle	30	20	110	72	9	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	18	106	70	10	7	1	1
The school meets my child's particular needs	32	21	104	68	8	5	2	1
The school deals effectively with unacceptable behaviour	31	20	97	64	15	10	5	3
The school takes account of my suggestions and concerns	22	14	102	67	15	10	2	1
The school is led and managed effectively	30	20	114	75	3	2	2	1
Overall, I am happy with my child's experience at this school	51	34	90	59	7	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



2 July 2010

Dear Pupils

Inspection of Daubeney Middle School, Bedford, MK42 7PS

Thank you for all the help you gave us when we visited your school on 30 June and 1 July. We enjoyed talking with you. Daubeney is a satisfactory school and is improving all the time. Shown below are our findings about what is good about your school and what it needs to do to get even better.

#### Strengths

Behaviour and attendance have improved, and are now both good.

Your teachers help you to make steady progress during your time in school. By the time you leave in Year 8 you have secure literacy, numeracy and computer skills.

You are very well looked after and you feel you are safe in school.

Those of you who find reading and language difficult are making fast progress because of the extra help you get.

You know how to keep healthy by eating the right food and taking exercise.

You enjoy the work you do in practical subjects, and the range of sports, music, art and drama activities, and visits arranged for you.

#### Areas for improvement

More help should be given to those of you who speak English as an additional language and those of you who find some of the work difficult.

To enable you to make faster progress, your teachers should always set tasks that match your skills and abilities, and make sure you know what you have to do to improve your work.

Senior managers should keep a closer check on the learning that takes place in lessons.

We wish all of you success in your studies and thank you once again for your help with this inspection.

Yours sincerely

Margaret Jones

Her Majesty's Inspector

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