

Name of School:	Daubeney Academy
Head teacher/Principal:	Steven Miles
Hub:	Challenger Hub
School type:	Academy
MAT (if applicable):	C-MAT

Estimate at this QA Review:	Good
Date of this Review:	18-20 September 2017
Estimate at last QA Review	Good
Date of last QA Review	30 November- 2 December 2016
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	5-6 May 2016

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Good
Outcomes for Pupils	Requires Improvement
Quality of Teaching, Learning and Assessment	Good
Area of Excellence	Not submitted for this review
Previously accredited valid Areas of Excellence	N/A
Overall Estimate	The school currently sits just within the Good category and is working to secure this judgement.

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Information about the school

- Daubeney Middle School converted to an academy on 1st April 2012. In June 2016, it joined the Challenger Multi-Academy Trust (CMAT).
- The headteacher was appointed in September 2016 having been deputy headteacher at the school prior to that time.
- It is a smaller than the average secondary school with current cohorts in Years 6-9. The school is planning to move to 11-18 secondary school status by 2019 and is introducing Key Stage 4 pupils in September 2018.
- The majority of pupils are White British, with a larger than average proportion of pupils from minority ethnic backgrounds.
- The proportion of disadvantaged pupils is in line with the national average.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is similar to the national average, although the proportion with a statement or education health care plan (EHCP) is lower than the national average.

2.1 School Improvement Strategies - Follow up from previous review

- Leaders are now able to demonstrate a strong understanding of the potential use of pupil premium funding to secure appropriate interventions. Documentation suggests robust planning and monitoring of provision.
- Leaders use regular learning walks to gain a clear and accurate insight into the quality of teaching and learning. Performance management objectives make specific reference to the outcomes of observations and subject leaders work closely with senior leaders to ensure that the CPD needs of teachers are identified and swiftly addressed.
- The needs of the most able pupils are addressed in the school's planning template. Quality assurance monitoring subsequently enables leaders to gain a clear overview of the extent to which pupils are being challenged. There is further potential for targeted professional development to be offered as a means of ensuring greater consistency.

2.2 School Improvement Strategies - What went well

- There is significant evidence of the impact of high expectations around the school. Positive relationships between teachers and pupils ensure that there is a tangible ethos of respect both in lessons and around the school site.
- The school has embraced the values underpinning the conceptual framework of character education. Leaders make an explicit link between 'good character' and 'improved attainment, better behaviour and increased employability'. The development of character is also viewed as an expression of a 'flourishing society' and undertaken in partnership with parents.

- Pupils report that they feel well looked after and the clear parameters established for the use of phones is symbolic of respect for and commitment to school values.
- Key Stage 2 outcomes for pupils at 'expected' levels are improving in both mathematics and reading. It is clear that leaders have committed significant resources to the development of knowledge and skills appropriate to age and stage.
- The introduction of a teaching and learning dashboard is enabling leaders to sharpen their understanding of the quality of teaching across the school. Leaders use the insights gathered from regular learning walks to ensure that the overview of strengths and areas for development across the teaching staff is current.
- The school improvement plan has been simplified to promote clear communication of the key priorities to all stakeholders.
- Leaders use regular pupil progress meetings to analyse performance data and identify pupils requiring support and intervention. Ownership of performance information is a priority for the whole staff, with clear systems of accountability.
- The introduction of 'SPOT' files for all classroom teachers ensures that planning is pupil led and assessment information on progress can be captured and analysed.
- Leaders have introduced positive systems for peer support to promote collaborative working amongst teachers. The redesign of allocated time for teachers to plan, prepare and assess is innovative and highlights the school's commitment to partnership working.
- Pupils benefit from a broad and balanced curriculum and value the efforts made by the school to maintain breadth as the school changes its age range. The wide range of extra curricular opportunities include numerous sporting partnerships, such as the growing partnership with the local football team MK Dons, and performing arts events. All of these are made possible by the highly committed staff team and they are highly valued by pupils.
- The school has developed strong pastoral support systems including a carefully embedded meeting and monitoring cycle where the holistic needs of pupils are discussed. More recently the school has secured IQM Centre for Excellence status, with reviewers noting that 'pupils come first at Daubeney Academy'. The 'Top 10 Club' helps to motivate pupils to do their best in a range of areas of the school.
- The school has developed effective support for pupils with SEND including a well-constructed provision map and tracking system.

2.3 School Improvement Strategies - Even better if...

- ...leaders used performance information to improve outcomes, particularly for higher prior attaining and vulnerable pupils.
- ...key priorities for the introduction of the Key Stage 4 curriculum were highlighted and actions detailed in school improvement documentation, including clear milestones for delivery.
- ...there was greater clarity in the roles, responsibilities and timeframes for the

delivery of actions against key improvement priorities.

- ...leaders used Key Stage 2 performance information more sharply to inform planning and target setting, including question level analysis.
- ...there was greater alignment between improvement priorities and plans for continuing professional development.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Targeted professional development is enabling teachers to consider strategies for developing 'growth mindset'. Pupils also benefit from a range of opportunities to engage in creative activities and leadership work.
- The review found compelling evidence that teachers are implementing school protocols. The marking of pupils' work is frequent and detailed although there is room for improvement in the quality of next step targets.
- There is a range of evidence to suggest that the school has offered guidance to teachers in how to ensure that literacy is embedded across all curriculum areas. The review team observed some teachers promoting subject specific language and reminding pupils of the importance of spelling, punctuation and grammar.
- Leaders have sought to increase the opportunities available to pupils to engage in peer review and debate. Lessons include opportunities for debate and discussion and pupils are regularly asked to articulate their understanding of the demands of the task.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Across the school, pupils demonstrate positive attitudes to learning secured by strong classroom management and effective routines. Leaders' commitment to the ethos of character education permeates both classrooms and corridors as pupils demonstrate cooperative and respectful behaviour towards their teachers and their peers.
- Some teachers make clear links to prior learning, ensuring that pupils develop a good understanding of the synoptic nature of the curriculum. Collaborative planning has enabled staff to move towards a holistic curriculum plan for Key Stage 3 pupils with cross-curricular links signposted and opportunities for thematic learning generated.
- In the most effective teaching, teachers use a range of strategies for differentiation to ensure the right level of pace and challenge, with strong modelling of effective examples.
- There is good evidence of teachers' strong subject knowledge used to inform activity design and to create effective and dynamic resources. The English

department has been particularly successful in harnessing their knowledge and understanding of effective pedagogic practice to develop skills and enhance pupils' love of literature.

- The most effective teachers demonstrate advanced skills in questioning, using higher order questions to probe students' understanding and tackle any misconceptions. The design and offer of further opportunities for sharing high quality across the staff team will ensure best practice becomes common practice amongst staff.
- Leaders' evaluation of the impact of the implementation of clear protocols for marking assessment and feedback is well founded. Middle leaders have been instrumental in ensuring that pupils' work is regularly checked and that useful next step feedback is provided and responded to.
- Where the moderation of assessment is being implemented by middle leaders, teachers develop greater confidence in the design and delivery of assessments. The school is now embedding a mastery-focussed assessment structure although there is further work to do in mapping Key Stage 3 progress descriptors to Key Stage 4 grade descriptors.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...leaders clarified their expectations of teachers' planning in order to accelerate the progress of the most able and ensure targeted support for vulnerable pupils.

...co-operative structures were used to promote equal participation of pupils with greater use of group and peer support strategies.

...teachers utilised and applied models of questioning which deepen and extend pupils' learning.

...best practice in marking and assessment in English was shared more broadly across the staff team.

...teachers consistently modelled the use of subject specific vocabulary, setting higher expectations for academic stretch and challenge across curriculum areas.

4. Outcomes for Pupils

- In 2016, the school described Key Stage 2 pupils' outcomes as 'disappointing', with disadvantaged pupils underperforming, particularly the most able. In mathematics, pupils' progress put the school in the bottom 10% of schools. Conversely, in writing the majority of groups made progress close to the top 10% of schools, with attainment at greater depth much higher than national.
- 2017 outcomes represent a mixed picture for pupil attainment and progress, with improvements in two of the core subjects and a decline in writing.
- In mathematics, fewer pupils fell below expected standards, comparing unfavourably with the national average for pupils. At the expected standard, the

school has improved outcomes from 50% in 2016 to 70% in 2017. At greater depth, attainment has remained stable at 8%, representing a dip below the national average.

- In reading, fewer pupils fell below expected standards and attainment was close to the national average. A greater proportion of pupils achieved greater depth, although outcomes continue to track below the national average.
- In writing in 2017, the proportion of pupils falling below the national standard increased from 19% to 29%, just above the national average at 24%. At 'expected', fewer pupils were successful with a significant decline from 81% to 71%. Just below the national average and, at greater depth, outcomes declined.
- In grammar, punctuation and spelling, outcomes showed a slight decline between 2016 and 2017.
- In a wide range of subjects, the progress of disadvantaged pupils is close to or above that of other pupils with the same starting points. Pupils' progress is above average or improving across subject areas.
- Pupils with special educational needs and/or disabilities make consistently strong progress from all starting points. Where attainment is low, it shows consistent improvement.
- The progress of pupils with English as an additional language is above expected across most subjects. A significant majority of pupils in Year 6 reached national expectations.
- Current school data for Key Stage 3 pupils suggests that pupils are making significant progress in reading and writing in English.

5. Area of Excellence

None submitted by the school

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school would like to reflect further on the support required from the Hub.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.