
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Daubeney Academy
School Address:	Orchard Street, Bedford, MK42 7PS
Hub:	Challenger Hub

Telephone Number:	01234 400111
Email address:	office@daubeney.bbvle.com

Unique Reference Number:	138067
Local Authority:	Bedfordshire
Type of School:	Middle
School Category:	Academy
Age range of pupils:	9 - 13
Number on roll:	455
Head teacher/Principal:	Mr Steven Miles

Date of last Ofsted inspection:	6 May 2016
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	30 November – 2 December 2016
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Good
Outcomes for Pupils:	Requires Improvement
Quality of Teaching, Learning and Assessment:	Good
Area of Excellence:	Not submitted for this review

Overall Review Evaluation

The Quality Assurance Review found indicators that Daubeney Academy appears to be just within the Good grade as judged by Ofsted in the school's previous Ofsted report and action is required to ensure that it continues to meet Ofsted's criteria for that grade.

1. 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.

Information about the school

- Daubeney Middle School converted to an academy on 1 April 2012. In June 2016 it joined the Challenger Multi Academy Trust (CMAT). The head teacher was appointed in September 2016, having been the deputy head teacher at the school prior to that time.
- Currently the academy has approximately 455 pupils covering years 5 – 13; the plan in the next few years is to move to existing solely as a secondary school, housing years 7-13 school (in common with plans for all schools in Bedfordshire LA).
- The school serves the mixed housing estates in and around Kempston, on the outskirts of Bedford. It has been over-subscribed for many years, although the school faces a period of uncertainty over the next 3 years in terms of pupil numbers as a consequence of the educational restructuring from a three-tier to a two-tier system.
- As a middle-deemed secondary school, Daubeney Academy is smaller than the average secondary school.
- The proportion of pupils eligible for pupil premium funding is above the national average, as is the proportion from minority ethnic groups.
- The proportion of pupils with special educational needs and/or disabilities is similar to the national average, although the proportion with a Statement or EHC plan is lower.

School Improvement Strategies

What Went Well

- The head teacher articulates a clear vision for the school. He is clear in terms of the direction that he wishes the school to go and develop. To the fore is the transition to becoming a fully-fledged secondary school within CMAT. He demonstrates a passion for the improvement of the school and values highly the contribution all of the staff.
- The school's self-evaluation is both accurate and very detailed, setting clear priorities.
- The development plan accurately supports the identified priorities in a comprehensive manner, although the head teacher is currently in the process of changing the format to more appropriately meet the needs of the school.
- The academy's improvement priorities include how the school is addressing the previous Ofsted report's areas for improvement, namely increase challenge in lessons and improve the effectiveness of the assessment data. The review found that some progress is being made in these two areas, but that there is still some work to do across the school. Training is planned for staff to develop the former.
- The school has a strong CPD programme, from which all staff benefit. It includes new staff induction programmes, behaviour management, and teaching and learning training.
- Two teachers are currently taking part in the C –MAT coaching programme and the

school is moving towards a peer coaching model- through pairing good and better practitioners with the weaker teachers.

- The leaders have begun to tackle teacher underperformance in an effective manner and have taken appropriate action as required.

Even Better If...

... there was a clear strategy or spending the pupil premium funding to improve outcomes for disadvantaged pupils.

... strategic development focused on eliminating inconsistencies in practice in the classroom and ensuring that there is appropriate challenge to stretch the most able pupils in all subjects.

Pupil Outcomes

- In 2016, KS2 outcomes were disappointing. Attainment in reading was significantly below the national average, with boys attaining less well than girls. Disadvantaged pupils also attained less well than they should. All groups of pupils made slower progress than expected. Middle and high prior attaining pupils made significantly slow progress. The most able disadvantaged pupils also made significantly slow progress.
- Pupils made good progress in writing, with the majority of groups making progress close to the top 10% nationally. Girls made much better progress than boys. As a result, attainment overall in writing was significantly above the national average. Attainment at greater depth was much higher than the national figure.
- Pupils made slow progress in mathematics and this put the school in the bottom 10% for all pupils and disadvantaged pupils. Low prior attaining pupils made very slow progress. Attainment in mathematics was below the national average.
- The school's projections for 2017 indicate an improving picture compared to the results of 2016. Predictions for reading and mathematics are significantly higher than in 2016.
- The school needs to ensure that predictions for all groups of pupils are monitored for accuracy and updated on a regular basis so as to inform strategies to raise outcomes, especially for the most able pupils.

Quality of teaching, learning and assessment

What Went Well

- The school's new assessment system is in place that addresses the removal of national curriculum levels.
- The relationships between staff and pupils are strong. Teachers use praise well to motivate pupils. Pupils throughout the school are keen to learn and this is demonstrated by a strongly positive ethos in all lessons and high levels of

engagement, which provides a strong platform upon which to build and further improve the quality of teaching.

- Routines are well established and effective; behaviour for learning both around the school and in lessons is strong.
- Workbooks are consistently well presented and maintained by pupils, with pupils taking pride in their work.
- The school is addressing the need to improve progress over time. There is now a greater focus upon the triangulation of work scrutiny and formal and informal lesson observations.
- Resources are well planned to support pupils' learning. Teachers use high order questioning and scaffolding to challenge and extend pupils' thinking.
- Homework is linked appropriately to work in lessons which supports pupils' learning.
- 'Talk partners' is used effectively and so pupils share their understanding with each other. Pupils are given 'thinking time' to allow them to respond thoughtfully to questions.

Even Better If...

... all pupils, especially the most able, were challenged and stretched in their learning in all subjects by the use of appropriate differentiation.

... teachers were encouraged to take some degree of risk with the work they do with pupils so that pupils were challenged to think outside their comfort zone.

... all teachers followed the school's marking and assessment policy accurately and consistently.

... all teachers promoted literacy across the curriculum and gave pupils opportunities to read texts of appropriate level for their age and ability.

... opportunities were given to pupils to articulate their learning to others and demonstrate knowledge and understanding; there were occasions where teachers would ask questions but then provide the answers themselves instead of letting the pupils think for themselves.

Quality of Area of Excellence

None submitted by school

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

Following discussion with the headteacher, the school would like to reflect further about what support they might like.

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.