



DBF Executive Summary

Rationale: Early Excellence was commissioned by Taaleem to complete an independent audit of provision at DBF and make subsequent judgements against OFSTED and DISB criteria.

Process:

- Jointly writing new Self Evaluation (SEF) descriptors with the Principal ahead of the visit, incorporating OFSTED and DSIB criteria to ensure a rigorous document for evaluation and the identification of improvement priorities. This was then used as a basis to judge leadership knowledge and how they observe impact of any strategic decisions, spending and changes in provision.
- Discussions with Senior and Middle Leads about their current evaluation of provision, how they know and their future priorities for improvement.
- Learning walks at different parts of the day and throughout all areas of the school to triangulate data and leadership judgements. Due to weather conditions, outdoor learning was not observed at this time.

Overall Judgements:

- **Overall Effectiveness - Very Good**
- Effectiveness of Leadership and Management - **Outstanding**
- Teaching, Learning and Assessment – **Very Good**
- Personal Development, Behaviour and Welfare – **Outstanding**
- Overall Outcomes for Pupils - **Outstanding**

Strengths at DBF:

- The school has excellent senior leadership, in their knowledge and drive for exemplary early year's education, both academic and pastoral. They have excellent knowledge resulting in well thought out strategic decisions and innovations.
- The vision for outstanding education is clear, not just from the senior leads but also from the whole staff team.
- Pupils were operating at high levels of learning and attainment within the EYFS, which at this time of year was above average.
- Behaviour and well-being were consistently excellent.
- Relationships between staff and children are excellent. They are responsive to individual needs and knowledgeable about early child development. This was consistent throughout school and all aspects of the day.
- There is rigorous monitoring of teaching and learning from senior leadership and a very good awareness of what needs to be improved to achieve their goals.
- The school is highly inclusive and their approach to involving and supporting families and their children pre entry to school is exceptional.
- Considerable time and budget has been given to the learning environments and has been very effective, with continued enthusiasm to improve these even further.
- The impact of high quality professional development is very evident and has been used to design their delivery of the Early Years Foundation Stage (EYFS) curriculum in the context of the school and their families.
- Phonics teaching, in particular, has taken a faster pace this year and children's improved ability to read and use phonic knowledge in their writing is a result.



Areas for development at DBF:

- The tracking and evidencing of progress is not yet as robust as it needs to be to prove the impact of teaching on learning but this is being developed and a narrative of the process so far was articulated clearly by the Principal.
- Incorporate observation and reporting on the Characteristics of Effective Learning into Pupil Performance Review meetings.
- Consider the rationale behind all routines and use timetabling to maximise the potential for learning. Allow children to have longer periods of time in a mixture of the shared and classroom areas to repeat, apply and master their new knowledge and skills.
- Action recommended changes to layout and resources in classrooms and shared areas.
- Middle leadership, Phase leads and class teachers need more experience with data analysis and the new reporting and assessment system to really inform teaching approaches and identify progress but as this develops, provision overall will be outstanding.