

# Dry Drayton CofE (C) Primary School

## Inspection report

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<b>Unique reference number</b>	110787
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	378169
<b>Inspection dates</b>	5–6 March 2012
<b>Lead inspector</b>	Ronald Cohen

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Clegg
<b>Headteacher</b>	Kate Dorrell
<b>Date of previous school inspection</b>	23 January 2007
<b>School address</b>	Park Street Dry Drayton Cambridge CB23 8DA
<b>Telephone number</b>	01954 780618
<b>Fax number</b>	01954 780618
<b>Email address</b>	office@drydrayton.cambs.sch.uk

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<b>Age group</b>	Error! Reference source not found.4–11
<b>Inspection date(s)</b>	5–6 March 2012
<b>Inspection number</b>	378169



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## Introduction

Inspection team

Ronald Cohen

Additional inspector

This inspection was carried out with two days' notice. Six part lessons, taught by three teachers were observed, for a total of approximately four hours. One of these was a joint observation with the headteacher. Meetings were held with groups of pupils, staff and a member of the governing body. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He observed the school's work, and looked at its methods for tracking pupils' progress. The inspector also looked at a range of school documents, including its policies, minutes of governing body meetings, monitoring records, samples of pupils' work, and reports from the school's local authority adviser. Responses from 39 parents and carers to the Ofsted questionnaire were considered, together with those completed by staff and pupils.

## Information about the school

Dry Drayton is much smaller than the average-sized primary school. It serves the village of Dry Drayton and the surrounding villages. The characteristics of the school vary considerably from year to year because year groups are very small. There are three mixed-aged classes: for Reception, Years 1 and 2; Years 3 and 4; and Years 5 and 6. The vast majority of pupils are of White British heritage, and very few speak English as an additional language. The proportion of girls is above average. The proportion of pupils at school action is well above average, as is the proportion with statements of special educational needs. The proportion of pupils known to be eligible for free school meals is well below average. Numbers are rising. However, the profile of entrants is changing, as more parents and carers of disabled pupils or those who have special educational needs are sending their children to the school for the small class sizes. These pupils often arrive at different times from the usual year of entry. The school has Activemark, the International School Award and National Healthy Schools status. The school meets current floor standards, whereby the government sets the minimum expectations for attainment and progress.

Little Owls Pre-School was inspected separately because it is not managed by the school's governing body.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is continually, and strongly, improving under the perceptive and determined leadership of the headteacher. The school is not outstanding because good teaching enables pupils to make good rather than outstanding progress.
- Pupils' academic achievement is good throughout the school. Pupils also make good progress in developing their personal, communication, literacy and numeracy skills. In this inclusive school, the staff enable all pupils to make similar progress, irrespective of their starting points.
- Teaching is good throughout the school. It is characterised by consistently excellent relationships between adults and pupils, and tasks that are appropriately matched to the different ages and abilities of the pupils. In the best teaching, pupils are allowed to discover and learn things for themselves. Some teaching, however, is more instructional, and questioning does not always probe sufficiently to extend pupils' deeper thinking. This sometimes leads to a slower pace of learning.
- Pupils' behaviour is good both in class and around the school. Pupils are courteous and take good care of each other. They also demonstrate good attitudes towards their learning. Pupils say that they feel safe in school. Aspects of the curriculum are used well to ensure that pupils know how to keep safe. Pupils' attendance is well above average.
- The school is led and managed well. All the staff and the governing body have high expectations of the school and its community. Teaching throughout the school has improved as a result of robust monitoring of teaching and learning, effective procedures for performance management and the continuing professional development of staff. The school's self-evaluation is accurate because it is based on systematic, reliable and shared information about the progress each pupil is making. This enables the school to identify and

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implement the correct priorities for improvement.

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

- Ensure that all teaching replicates the best elements in lessons by:
  - making sure that pupils are given maximum opportunities to learn by working more independently
  - ensuring teachers consistently use probing questions more effectively to check and extend pupils' understanding.

## **Main report**

### **Achievement of pupils**

Achievement is good. Pupils join the school with skills and understanding which are a little below those expected for their age, particularly in the areas of communication, language and literacy skills, and, increasingly, in personal, social and emotional development. However, staff make good and effective use of the resources, both indoors and outdoors, and get the children off to a very good start in their educational and personal development. Children in the Early Years Foundation Stage very quickly learn how to get on together, and some remarkably positive independent co-operating and collaborating was seen in the youngest class. This provides a solid foundation for the excellent relationships between pupils and staff, not only in their infant years but also, thereafter, throughout the school. As a result, pupils' attainment at the end of Year 2 is above national averages in reading and writing, and in line in mathematics. This represents good progress from their starting points, and good achievement over time. Reading is particularly strong. This reflects the many opportunities given to pupils, in all lessons, to match sounds to letters, and to read with staff.

In recent years, standards of attainment at the end of Year 6 have ranged from broadly average to high and pupils' progress has been good. Changes in the school's intake are reflected in current attainment being just below average in writing and average in reading and mathematics. This is a reflection of the high proportion of disabled pupils and those who have special educational needs. Given their starting points these pupils are making good progress, including those who joined the school later than their peers.

In this inclusive school, no groups of pupils underachieve. The school balances the needs of its pupils well. The more-able pupils receive appropriate activities to extend their learning and disabled pupils and those who have special educational needs receive good support. The progress of the latter group is good and, indeed, in a few cases, exceptional. Parents and carers confirm the good progress that their children are making through such varied comments as, 'My child needs support, and the school does this well' and 'We moved from a big school, and I was anxious that my bright children might not be stimulated enough. This has not been the case, and my children have made, and are making, excellent progress.'

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## Quality of teaching

Good teaching is found throughout the school. Calmness, mutual respect and the expectation that everyone will do their best pervade the classrooms. Teachers are very aware of the different needs of the pupils in their charge, and plan appropriate and challenging activities to suit their different abilities. Teachers' good subject knowledge and increasingly effective use of the school's improved assessment systems support pupils' learning.

In the most successful lessons, teachers promote pupils' active participation in their own learning, and ask deeply probing questions which encourage them to reflect and improve their learning. In such lessons, teachers make good use of prepared resources on the interactive whiteboards, in such a way as to ensure that interaction involves pupils as much, or even more, than it involves the staff. Pupils rise to the challenges they are set, particularly when the work is practically based, and they can get fully involved in their learning. For example, in a Year 3/4 lesson on the properties of two- and three-dimensional shapes, pupils successfully constructed their own models and explained them to their classmates, thereby demonstrating their understanding. However, this type of practical work is not consistently the case, and in some lessons teachers talk too much, and this takes time away from pupils' independent learning. Occasionally, teachers are satisfied with the first, simple answer given by pupils, and do not take the opportunity to question more deeply to find the true level of understanding.

Teaching assistants are deployed very effectively throughout the school, and they play a vital role in supporting different groups of pupils. Similarly, additional booster classes are used with good effect. As a result, pupils of all abilities, including those who are more able, disabled pupils and those who have special educational needs, or those whose circumstances make them potentially vulnerable, all make the same good progress over time.

All adults in the school share the same philosophy concerning an inclusive approach to school. This is not only reflected in the way that progress for all pupils is pursued, but it is also reflected in the clear spiritual values which the school promotes. This successfully builds pupils' good personal skills, and their spiritual, moral, social and cultural development. Parents and carers recognise this. One parent's comments were typical of many. She wrote: 'There is an inclusive and positive atmosphere in the school. My child is not only learning, but gaining in confidence in a nurturing environment. This is down to the good standards of caring and teaching.' Inspection findings support this view.

The curriculum is well planned to provide good opportunities for pupils to develop their interests through a range of skills, including information and communication technology, reading, writing and mathematics. Teachers provide good opportunities for pupils to consolidate their skills in different subjects.

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## **Behaviour and safety of pupils**

Parents and carers believe that their children are safe in the school. A few parents and carers feel that behaviour is occasionally disruptive. Inspection findings show that, in a school which rightly prides itself on its inclusive philosophy, a very few disabled pupils and those who have special educational needs have difficulties related to behaviour. They occasionally display inappropriate behaviour but teachers deal with this quickly, sensibly and sensitively, so that there is no disruption to other pupils' learning. Pupils, both in discussion and in their own questionnaires, revealed that they feel perfectly safe and happy in school. Pupils are aware of the different types of bullying that could exist, but they maintain that it does not happen. They know to whom they should go to if it does happen and they are confident that it would be efficiently and swiftly handled. They think that behaviour is good. Where inappropriate behaviour happens, it is, as one Year 4 pupil summed up, 'Just one or two people, who are not doing it on purpose, but can't help it, and, in any case, it is dealt with quickly by our teachers.' This not only accurately reflects inspection findings, but it is also testimony to the school's success in promoting a mature and reasoned attitude in its pupils.

This maturity and the concomitant good attitudes underpin the behaviour of pupils generally. Pupils' behaviour is good in lessons, around the building and in play areas. School documentation shows that this is commonly the case over the longer term. Pupils move around the school, showing a strong sense of responsibility for each other, for the school and for their environment. Pupils come into school, and into classrooms, assemblies and the dining hall, in an orderly and self-disciplined manner. Attendance is consistently above average, because as the pupils say, 'School is great because it's a place where you learn lots and have fun'. Pupils are proud of their school, which they leave as confident young people, well prepared for the next stage of their education.

## **Leadership and management**

The clear-sighted and dynamic leadership of the headteacher underpins the good work in this school. Her well-communicated vision and ambition for the school, and her persistent drive for continued improvement, are endorsed by the governing body, and embraced by staff. Morale is high and good quality continuing professional development has been instrumental in creating a genuine feeling of teamwork throughout the school.

Staff training, monitoring and evaluation, together with performance management, are carefully integrated so that teachers' skills are progressively developing. Each pupil's progress is meticulously assessed and regular meetings are held to discuss individual pupils' performance. Any necessary support is provided and its effect is monitored. These effective systems, and the progress which they underpin, indicate that the school has good capacity for sustained improvement.

Governance is good. Members of the governing body are active, knowledgeable and

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hard working. They rigorously hold the school to account for its performance. They diligently and effectively carry out their responsibilities concerning the safety and safeguarding of all pupils, and the general welfare of staff and pupils.

The curriculum is good. It is well planned and provides strong support for the needs of the increasing numbers of pupils with disabilities and special educational needs. Good partnerships with the community, the local church, and a wide range of external professionals, all help to support pupils' learning well and contribute effectively to their spiritual, moral, social and cultural development. These effective partnerships help to ensure that every individual pupil, including those whose medical needs and circumstances make them potentially vulnerable, is able to access and benefit from all the school has to offer. The school provides equality of opportunity for all pupils and discrimination is not tolerated.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



7 March 2012

Dear Pupils

**Inspection of Dry Drayton CofE (C) Primary School, Cambridge, CB23 8DA**

Firstly, may I say what an enjoyable time I had when I visited your school. Thank you for talking to me and showing me your work. I especially enjoyed hearing about what you did at 'Grafham Water'. You obviously enjoyed it a lot.

You told me that you think the school is a happy, warm place, where you feel very safe. I agree with you. You go to a good school, where teachers work hard and provide consistently good lessons to help you learn more and make sure you are making good progress. You said that you like lessons best where you are given a chance to do things for yourselves. So that you make even better progress, I have asked your headteacher and the other teachers to:

- make sure that you are given every opportunity to learn by doing things for yourselves
- make sure that teachers ask you questions which really make you think hard before you give an answer.

This last one might be a bit difficult at first, but you will soon get used to it, and you will soon notice that the extra questions have helped you understand things even better.

Once again, many thanks, and all best wishes for your future.

Yours sincerely

Ronald Cohen  
Lead inspector

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