

Drayton Park Primary School

Inspection report

Unique Reference Number	100402
Local Authority	Islington
Inspection number	363637
Inspection dates	14–15 June 2011
Reporting inspector	David Radomsky

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Appropriate authority	The governing body
Chair	Stephen Pollard
Headteacher	Rosemary Walden
Date of previous school inspection	2 July 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 15 teachers and meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and scrutinised policies, exercise books, monitoring information, data about past performance and the school improvement plan. The team analysed the 138 parental and carer questionnaires, 25 completed by staff and 110 by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching, learning and assessment across the school and how well it is contributing to progress especially in reading and writing for those pupils of Black Caribbean, Black African and Other White backgrounds.
- How effectively leaders at all levels evaluate the school's performance and drive sustainable improvements.
- How effectively leaders and teachers in the Early Years Foundation Stage are driving improved outcomes for children.

Information about the school

Drayton Park Primary School is a larger than average school. A much higher than usual proportion of pupils is known to be eligible for free school meals and a similarly high proportion have special educational needs and/or disabilities. These needs are mainly moderate learning difficulties and difficulties with speech, language and communication. The number of pupils joining or leaving the school other than at the usual times is above average. The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language has increased since the last inspection and is now well above average. Teaching in the main school is organised into three phase groups of mixedage classes. The school has achieved a number of accreditations, including since the last inspection, the Primary Quality Mark.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school which plays an important part in the life of the local community. As one parent put it, 'There is a great community spirit where all parents are welcomed and involved and the children are learning well.'

Pupils receive outstanding care and support. Consequently, they enjoy school and attendance is above average. A key factor in this is the outstanding curriculum, which draws on the many opportunities in the school's locality, to meet the needs and aspirations of all pupils and is complemented by the wide-ranging enrichment programme. Excellent links with outside agencies and outstanding engagement with parents and carers contribute significantly to the strengths in pupils' personal development, well-being and academic achievement. Pupils value the way they are supported and say they feel very safe at all times, and that they are enabled to make seamless transitions into the next stage of their education and to pursue healthy lifestyles. They make a good contribution to the school and wider community, such as fund raising for the Royal National Lifeboat Institute (RNLI), and their spiritual, moral, social and cultural development is outstanding.

The quality of teaching is good. While the vast majority of lessons observed during the inspection were good, there remains a small minority of teaching that is satisfactory. Occasionally, planning does not take into account the full range of needs and abilities, such as of the more able pupils, and consequently, progress in those lessons slows. Most teachers ensure that their pupils receive good guidance on how to improve their work, but in a minority of cases, guidance lacks adequate detail and insufficient opportunities are given to pupils to respond and follow up on teachers' comments and learn from their mistakes.

The Early Years Foundation Stage provides a welcoming environment that enables children to make good progress. Since the last inspection there has been a marked improvement in the outdoor environment which successfully enables children to develop their creativity. Excellent partnerships with parents and carers promote children's learning and well-being extremely well. Leaders have well-developed plans for improving the good curriculum and learning environment further, but some adults do not have sufficiently well-developed skills to interact with children through play to extend children's thinking and learning effectively.

The school knows itself well through good self-evaluation. Clear priority setting, informed by these good routines, has meant that much has been improved since the last inspection, including attendance, the quality of the curriculum, and care, guidance and support. Attainment in English and mathematics by the end of Year 6 is broadly average. Work seen in lessons and in pupils' books confirms the school's tracking data which show that the rates of progress are good and occasionally outstanding in reading, writing and mathematics. Pupils achieve well through the school and there are diminishing differences

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between the progress and attainment of all groups, including minority ethnic groups such as Black Caribbean and Black African as well as pupils from Other White backgrounds, in reading, writing and mathematics. Good systems are in place for tracking pupils' achievements and for supporting those who are not meeting expectations. Senior and many middle leaders support the teaching skills of staff well but leaders' improvement planning does not make clear links between actions and expected, measurable gains in pupils' progress. The school has consolidated the many recent successes, and leaders have galvanised the enthusiasm and commitment of staff, and much has been achieved. Recent significant improvements, combined with strong support from the governing body, demonstrate that the school's capacity to improve further is good.

What does the school need to do to improve further?

- Raise attainment further so that by July 2012 pupils at the end of Key Stage 2 reach above average standards in English and mathematics by:
 - spreading the good practice in teaching so that planned learning activities consistently match the needs of all pupils
 - improving the quality of marking so that pupils consistently know the levels they are working at and understand clearly what they need to do to improve, and by ensuring that they are given sufficient opportunities to respond to teachers' comments
 - ensuring that improvement plans make clear links between actions and expected measurable gains in pupils' progress.

Outcomes for individuals and groups of pupils

2

Pupils are proud of their school and enjoy their lessons a great deal. The level of commitment to their work is high and they collaborate well when working in groups or in pairs. For example, during a Years 5/6 mathematics lesson, groups of pupils worked enthusiastically together to solve mental mathematics problems. They then shared their various strategies for arriving at the correct answers with the rest of the class.

The quality of learning seen in lessons during the inspection was good overall, and the work seen in pupils' books confirmed the school's own analysis that pupils are making good progress and achieving well. The pupils' impressive desire to study and their diligent application are major contributory factors to their successful learning. Pupils enter the school with low attainment and make good progress to attain broadly average standards overall by the end of Year 6. Pupils in the current Year 6 are on course to reach higher grades especially in English. All groups make similar good progress to their peers, including those who speak English as an additional language, those who arrive later than the usual times and those who have special educational needs and/disabilities, including pupils with speech, language and communication needs.

Pupils have a strong set of personal values including empathy with, and an awareness and understanding of, others. Inspectors witnessed pupils discussing how they can apply the seven 2012 Olympic and Paralympic values in their lives. Last year a Key Stage 2 pupil won a national competition for a piece written about juvenile detainees in immigration centres. New arrivals to the country and school told inspectors that they are made very welcome.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers demonstrate good subject knowledge and contribute well to cultivating a culture of positive engagement in learning. Teaching assistants actively support pupils with learning needs which helps them progress well. In the best lessons seen, which account for the large majority seen during the inspection, teachers set a good pace and encourage pupils to lead actively their own learning and work collaboratively with their peers. Occasionally, however, teachers miss opportunities to provide a sufficient variety of learning activities appropriate for the full range of pupils' abilities and marking does not consistently give pupils enough of a steer towards making improvements. As a result, pupils' learning and progress are slower than in the more successful lessons.

The curriculum offers excellent opportunities for learning and experiences that meet the needs and interests of all pupils very effectively. The pace of progress being made especially in reading and writing is accelerating. Excellent collaboration with a range of partners such as children's authors and local theatres, combined with book weeks including visits to renowned bookshops and participation in writing projects, motivate pupils and stimulate learning. In addition, pupils are helped by targeted support groups, including study support from Arsenal Football Club and community reading volunteers. The wide range of regular enrichment activities, for example in sport, cooking, sign language and film, combined with many educational visits, help pupils to put their learning

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into context and make a strong contribution to their good, and sometimes excellent, learning, progress and personal development.

The outstanding care, guidance and support that the pupils receive underpin the very positive atmosphere within the school. Staff have excellent knowledge of their pupils, who are known to all as individuals. Strong links with families, partnerships with agencies, early identification of support needs and carefully planned provision combine to enable pupils who experience difficulties to make good progress. As a result, attainment is rising, behaviour is good and persistent absence is extremely rare as are the number of exclusions. In this highly supportive environment, all pupils are able to make good, and in some instances excellent, progress in their learning and personal development.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school benefits from the dedicated leadership provided by the headteacher and senior staff. Along with governors, leaders communicate a shared vision that is ambitiously focused on raising standards and opportunities for all. Staff feel valued and morale is high.

There has been a sharp focus on the professional development of teachers, especially in the effective and ongoing use of assessment information, which has been an important factor in raising attainment. Pupils' performance targets are ambitious and tracking of pupils' progress is now thorough, provides a clear overview of their progress and informs the timely provision of support to underachieving pupils. The regular monitoring by phase leaders ensures that teachers and other adults have their professional development needs identified and catered for, and that they are accountable for the good progress of all. As a result, the rates of progress have improved and are being sustained and these successes have been recognised in the school's accreditation with the Primary Quality Mark. There remains, however, still more to do to iron out the small minority of less effective teaching.

The contribution the school makes to community cohesion is good. This school is a harmonious community and discrimination is not tolerated. There is a programme of curriculum-based activities to enrich pupils' understanding of community and global cultural diversity. School leaders and governors, however, do not cover all aspects of community cohesion evenly in their planning, and although overall provision is good, some opportunities are missed as a result.

To avoid discrimination, pupils, including those with special educational needs and/or disabilities, have equal opportunities to participate in activities where possible; thus, for instance, pupils, whose circumstances make them vulnerable, are targeted and supported

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by the school and are encouraged to participate in activities that will best contribute to their personal development and progress in their studies.

The governing body meets its statutory duties well. Procedures for safeguarding pupils are robust and reviewed regularly. There are very effective measures in place to check and vet staff before they are appointed. Staff are also well trained in child protection procedures. Governors bring a wide range of expertise, are highly supportive and effectively call leaders to account for the quality of all aspects of the school's performance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in Nursery and Reception in relation to their starting points. By the time they enter Year 1, attainment in the early learning goals in most areas are close to age-related expectations.

Children enjoy coming to school and being purposefully engaged in the variety of activities available. Inspectors saw children displaying good collaborative skills such as constructing a cycle track which had traffic lights, workmen and signals which they all obeyed. There is a good balance of child-initiated and teacher-led activities, but some adults miss opportunities to extend children's learning through effective ongoing dialogue. Children's health and safety are ensured and links with families and with external agencies to support children's learning and well-being are excellent.

The phase is well led and managed. Planning is adjusted effectively to take into account the needs and aspirations of the children, particularly in the Nursery. In Reception, however, planning is not as sharp to ensure that all children make accelerated progress towards all the early learning goals.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all of the parents and carers who responded to the Ofsted questionnaire were overwhelmingly positive about the school. They were particularly positive about how their children enjoyed school and the school's due regard for their children's safety. Inspection evidence confirmed this. Very few parents and carers raised concerns in their comments to the inspection team, and those that did were of an individual nature.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Drayton Park Primary 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 138 completed questionnaires by the end of the on-site inspection. In total, there are 319 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	58	57	41	0	0	0	0
The school keeps my child safe	84	61	53	38	0	0	0	0
My school informs me about my child's progress	55	40	74	54	5	4	1	1
My child is making enough progress at this school	51	37	81	59	5	4	0	0
The teaching is good at this school	71	51	64	46	2	1	0	0
The school helps me to support my child's learning	57	41	66	48	7	5	1	1
The school helps my child to have a healthy lifestyle	71	51	57	41	3	2	0	0
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)	56	41	67	49	2	1	0	0
The school meets my child's particular needs	53	38	67	49	6	4	0	0
The school deals effectively with unacceptable behaviour	56	41	72	52	2	1	2	1
The school takes account of my suggestions and concerns	52	38	71	51	4	3	0	0
The school is led and managed effectively	78	57	53	38	2	1	1	1
Overall, I am happy with my child's experience at this school	75	54	60	43	2	1	0	0

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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



17 June 2011

Dear Pupils

Inspection of Drayton Park Primary School, Highbury N5 1PJ

Thank you for the warm welcome that you gave us when we visited your school. We greatly enjoyed talking to many of you and wish we had had more time to meet all of you. Yours is a good school and these are some of the reasons why.

- Your headteacher, staff and governing body want to help you achieve your potential in all that you do and you are very well cared for and supported.
- You clearly enjoy school and we were very impressed with your good behaviour and friendliness towards each other.
- Your understanding of leading a healthy lifestyle is excellent; you know the importance of regular exercise and know how to stay safe.
- The school provides you with many enjoyable and fun learning opportunities.
- You take on lots of responsibilities in school and proudly raise money for good causes.
- Most teachers prepare good lessons, and work with you to make your learning exciting.

We have asked the school to do these things to make it even better.

- The teachers are going to make sure you regularly have opportunities to improve your work after they mark your books.
- The teachers are also going to make sure that the work they give you is suitable to help each of you make the best possible progress.

All of you can contribute to these improvements by working hard and responding well to all that the teachers ask you to do.

We wish you all the best for the future and thank you again for your help.

Yours sincerely

David Radomsky

Lead inspector

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