

Drayton Community Primary School

Inspection report

Unique reference number	123059
Local authority	Oxfordshire
Inspection number	380584
Inspection dates	25–26 April 2012
Lead inspector	Barbara Atcheson

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Caroline Evans
Headteacher	David Mayer
Date of previous school inspection	26 November 2008
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Age group	4–11
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Introduction

Inspection team

Barbara Atcheson

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in ten lessons, taught by five teachers. She also held meetings with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school policies, including those relating to safeguarding and equality, minutes of governing body meetings and planning documents. She scrutinised pupils' work and evaluated 78 questionnaires returned from parents and carers as well as those returned by staff and pupils.

Information about the school

Drayton is a smaller-than-average-sized primary school. Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well below average. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is below average at school action but above average supported by school action plus or a statement of special educational needs. There have been significant changes in staff since the previous inspection. Children enter the Early Years Foundation Stage into a mixed Reception and Year 1 class. The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

There is a pre-school on the school site which is not managed by the governing body, and was not a part of this inspection.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. It is not yet good because there are shortcomings in the curriculum and inconsistencies in teaching that limit pupils’ achievement. Significant changes in the teaching staff have slowed improvements in teaching. The high priority now placed on the management of teaching and monitoring of performance by senior leaders has ensured that the school is securing rapid improvement in teaching and pupils’ achievement. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Teaching is satisfactory and pupils make satisfactory progress to reach average levels in English and mathematics by the end of Year 6. However, pupils do not always have enough opportunities to use and apply these skills across the curriculum. The proportion of good teaching is increasing due to improved checks on staff performance and focused training. However, some inconsistencies remain related to the teaching of reading, teachers’ marking, the setting of pupils’ targets and explaining to pupils how they can measure their success.
- Children settle quickly in the Early Years Foundation Stage, which has improved since the previous inspection. Good teaching and a range of exciting activities inside and out ensure that all children achieve well.
- Writing has improved across the school. More-able pupils achieve better than similar groups nationally in reading, and particularly in mathematics where very effective teaching in a small learning group has led to rapid progress.
- A caring and inclusive ethos created by the school leaders successfully promotes pupils’ social, moral, spiritual and cultural development. Consequently, most pupils feel safe and well looked after. In general, behaviour in lessons ensures a positive climate for learning in the school. However, on the few occasions where the pace of learning drops or pupils lack motivation, low level disruption occasionally occurs.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- By July 2013, improve pupils' achievement in reading by ensuring all teachers:
 - enthuse and motivate pupils to read
 - place a strong emphasis on the link between letters and sounds throughout the school
 - use strategies to improve pupils' comprehension skills.
- By July 2013, increase the proportion of good and better teaching by ensuring that all teachers:
 - use assessment fully to plan work and set targets that challenge pupils appropriately
 - give pupils improved feedback on their next steps to meet their targets and the time to make those improvements
 - set measurable points by which pupils can measure their success.
- By July 2013, develop a more challenging curriculum which will:
 - inspire pupils and motivate them in their learning
 - provide more creative opportunities for pupils to use and apply their skills in English and mathematics in other subjects.

Main report

Achievement of pupils

Almost all parents and carers believe that their children are making good progress. However, inspection evidence shows that pupils make satisfactory progress from their starting points. As this is a small school, attainment on entry varies with each year. Currently, the vast majority of children arrive in the Early Years Foundation Stage with skills and understanding that are below those typical for their age, notably in communication and language skills. A strong and successful focus on teaching phonics (sounds and letters) which develops these skills, combined with effective provision, enables children in this key stage to make good progress so that they reach expected levels in reading and writing by the time they enter Year 1. Thereafter, pupils progress at least as well as all pupils nationally to reach average levels of attainment in English and mathematics. Disabled pupils and those with special educational needs, which include those with communication and moderate learning difficulties, are identified at an early stage and provided with the appropriate support to enable them to make similar progress to their peers.

Improvements made this year show that achievement has been better in writing and progress for all groups of pupils is now more rapid than in previous years. Progress in reading and in mathematics is satisfactory. In lessons, pupils are not always motivated to read for pleasure or research. However, a successful initiative to raise achievement for more-able pupils in mathematics is leading to rapid progress. The small groups of pupils relish working with a specialist teacher because they know the level they are working at and know what they have to do to reach the next level. Learning is secure because it is accurately matched to the pupils' needs. The teacher

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uses her own high level of subject knowledge to scaffold pupils' learning in small steps so that it is secure and accurately matched to pupils' needs. For example, eight Years 5 and 6 pupils were quickly able to reverse the 'term to term' rule when sequencing numbers. They used accurate terminology as they explained their work and rose to the challenge as they secured one level and moved onto the next.

The high focus on writing has meant that achievement in this aspect has improved more quickly than in reading. By the end of Year 2, pupils reach average levels in reading but too few of the more-able pupils are reaching Level 3. Similarly, attainment in reading is average at the end of Year 6; however, a higher proportion of pupils are attaining Level 5 than is seen nationally.

Quality of teaching

Evidence from the inspection shows that while the proportion of more effective teaching has increased significantly, teaching is satisfactory overall. This is because there is a lack of consistency. In some classes teachers use assessment accurately to plan work and set targets that challenge pupils appropriately at their own level. Clear success criteria help pupil to structure their work effectively and to know when they have met their learning objective. However, this is not always the case and some pupils find that work is either too easy or too hard and are not given the steps to enable them to structure their learning successfully. In some instances the teacher's marking helps pupils to know how to improve their work and they are given time to make those corrections, but this is not always the case. This slows progress. Relationships with pupils are productive and teachers encourage cooperation and positive attitudes to learning. They provide opportunities for pupils to express their views, respect others and be respected. Most parents and carers believe that their children are well taught and most pupils say that teaching is effective.

In the Reception class, children benefit from well-planned opportunities to practise their skills in reading, writing and mathematics both in class and outside. Practitioners are skilled at interacting well with children's play and moving learning on. For example, children riding on their 'train' eagerly paid for refreshments along the way and wrote up the features of their journey. In other classes through the school, the emphasis on linking letters and sounds is inconsistent. In addition, weaker lessons fail to encourage pupils to develop a deep enough understanding of their reading for it to benefit other learning.

Teaching assistants are well trained and directed to give disabled pupils and those with special educational needs the support and encouragement they need to succeed. They are also skilled in helping small groups of pupils to learn. A small group of Years 1 and 2 pupils who were practising their skills in blending letters and sounds made good progress because the teaching assistant circulated round the group, insisting on precision, and giving well-targeted advice on a one-to-one basis where pupils were finding their work difficult.

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Behaviour and safety of pupils

Inspection evidence shows that pupils' behaviour over time is satisfactory. It contributes to a safe and orderly school environment. The school's clear behaviour management procedures are consistently applied. However, on the few occasions when tasks do not fully engage pupils or when they were asked to sit for too long without active involvement, pupils become restless, chat and lose focus. Pupils, including those with identified behavioural difficulties, are well aware of the school's strategies for managing and improving behaviour and try hard to respond. As a result, improvements over time are evident for individuals and groups, including for those with particular needs.

The large majority of pupils believe that behaviour is good in the school. Almost all parents and carers concur with this and also indicate that their children feel safe in school. This is confirmed by pupils who say bullying is rare. They say that the school takes all forms of bullying seriously and deals effectively with any incidents that occur. They say that racist incidents are uncommon and this is confirmed in school records. Pupils have a good understanding of different forms of bullying and take an active role in addressing them. Attendance is average. The school is working hard to convince the few families who do take holidays in term time of the importance of regular attendance.

Leadership and management

The headteacher and senior leaders, including the governing body, provide a concerted approach to school improvement. As a result, the Early Years Foundation Stage has improved. Subject leaders are taking an active responsibility for developing their subject area. Planned actions by leaders and managers have improved the quality of teaching, but monitoring and evaluation have yet to eliminate the inconsistencies that prevent it from becoming good. Teachers say that the impact of professional development is positive, citing the work done in writing as a good example. All staff and pupils are fully committed to the drive and ambition demonstrated by senior leaders. All of this confirms that the school has the capacity to sustain improvement.

The curriculum is generally matched to pupils' needs, interests and aspirations and, together with the school's warm and welcoming ethos, it promotes pupils' social, moral, spiritual and cultural development so that the school is a cohesive community. However, the curriculum does not always inspire and motivate them or provide a sufficient amount of creative opportunities for pupils to use and apply their skills in English and mathematics in other subjects.

Appropriate support given to disabled pupils and those with special educational needs allows them to access all that is on offer within the school. This demonstrates that the promotion of equality of opportunity is at the heart of all the school's work. There is no discrimination and school policies ensure that pupils know and

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understand how to prevent and tackle all types of bullying and harassment. Although many are new to their role, members of the governing body are keen to play an important strategic role in the work of the school. They also make sure that the school's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.



27 April 2012

Dear Pupils

Inspection of Drayton Community Primary School, Drayton OX14 4JF

Thank you for being so friendly when I came to your school. Thank you to those of you who filled in the questionnaire. I enjoyed visiting your lessons and talking to you. You were helpful, polite and friendly. Your school gives you a satisfactory standard of education and there are a lot of things your school does well.

You told me that you enjoy school and that you feel safe. I found that everybody in school looks after you well, especially those of you who have difficulties from time to time. I was pleased to see that most of you understand how important it is to come to school regularly.

Your headteacher and other staff know that there is still work to be done to make the school even better. I have asked your headteacher and teachers to do three things.

- They should help you to do better in reading by making it interesting and making sure that you have the right skills to help you read and understand your books.
- They should make sure that you do even better by giving you the right level of work to help you improve and that teachers show you how to improve and give you the time to make those improvements. Teachers should also give you clear success criteria so that you know what it expected.
- They should make learning even more exciting and plan interesting ways for you to practise your English and mathematics skills in other subjects.

I hope that you will all continue to enjoy coming to school and try your hardest to do your very best all the time so that you are even more successful in the future.

Yours sincerely

Barbara Atcheson
Lead inspector

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