

# Drayton Park School

## Inspection report

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<b>Unique reference number</b>	130254
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	381256
<b>Inspection dates</b>	25–26 June 2012
<b>Lead inspector</b>	Alison Cartlidge

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	293
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Wigglesworth
<b>Headteacher</b>	Jo Alikhan
<b>Date of previous school inspection</b>	14–15 October 2008
<b>School address</b>	Bala Way Milton Keynes MK2 3HJ
<b>Telephone number</b>	01908 375137
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	25–26 June 2012
<b>Inspection number</b>	381256



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## Introduction

Inspection team

Alison Cartlidge

Additional Inspector

John Mason

Additional Inspector

Clementina Ogunsanwo

Additional Inspector

This inspection was carried out with two days' notice. The inspection team observed 26 lessons, taught by 13 teachers. Meetings were held with parents and carers, pupils, members of staff and members of the governing body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work and looked at questionnaires from 28 parents and carers, 97 pupils and 28 members of staff. Inspectors heard pupils read and looked at pupils' books, information on their progress, safeguarding documentation and other information supplied by the school.

## Information about the school

This primary school is larger in size than the average. Most pupils are White British or Bangladeshi. The proportion of pupils known to be eligible for free school meals is high. The school has an above-average proportion of disabled pupils and those who have special educational needs, including pupils who are supported by school action plus or have a statement of special educational needs. There is a high proportion of pupils who speak English as an additional language. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes. There is a children's centre on the premises; this is inspected separately.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

**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 not yet outstanding because pupils who are at the early stages of learning to speak English are not always fully supported in mathematics lessons. Higher-attaining pupils are not utilising their reading skills enough in research activities and opportunities are missed for children in the Early Years Foundation Stage to improve their writing when they are working outdoors.
- All groups of pupils achieve well during their time at the school. Disabled pupils and those with special educational needs make good progress because their needs are met well. Those who speak English as an additional language do well in most lessons. Children in the Nursery and Reception classes learn quickly. The rate of progress has increased rapidly across the school since the last inspection and is now good. Attainment is rising at the end of Years 2 and 6 and is now broadly average.
- Teaching is good across the school because whole-school policies are diligently followed by all staff. Lessons are interesting and well pitched and pupils are involved well in identifying what they are to learn. However, aspects of learning for some groups of children and pupils could be even better.
- Pupils' good attitudes and behaviour support learning well. Pupils are responsive and are keen to work with their partners for oral work. They feel safe at school and their spiritual, moral, social and cultural development is supported well across the curriculum.
- The leadership of teaching through the management of performance is effective. Professional development is carefully tailored to match differing needs and members of staff work well as a team. Leaders, including the governing body, know what the school needs to do next to become outstanding and are demonstrating the capacity to improve in the way that they have successfully improved teaching, achievement and the curriculum since the last inspection.

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

- Check that pupils who are at the early stage of learning to speak English as an additional language are always clear about what they are to learn in mathematics lessons.
- Ensure that higher-attaining pupils strengthen their reading by using their powers of reasoning when carrying out research work.
- Increase opportunities for children in the Early Years Foundation Stage to extend their writing skills when working outdoors.

## Main report

### Achievement of pupils

The majority of children start Nursery working well below the levels expected for their age. Improvements in provision since the last inspection enable them to make good progress across the Early Years Foundation Stage and attainment has risen to broadly average on entry to Year 1. In lessons, children settle quickly to tasks, gain confidence and develop quickly. For example, lively role-play sessions about beach holidays and pirate ships promote the development of language and social skills well.

Good progress continues in Years 1 to 6 so that attainment continues to rise and is now broadly average by the end of Year 2 and securely average by the end of Year 6, including in reading. This trend of improvement is being sustained across the school. Writing is stronger than reading because teachers across the school provide inspiration through exciting writing topics and strong guidance on how to write well. The reading and writing gap is closing quickly with more focused work on learning phonics (sounds and letters work). For example, a pupil in Year 1 knew that he could improve his reading by 'sounding out and reading faster'.

Parents and carers are right in their view that their children do well. Interventions and support in lessons are successfully narrowing the gap in achievement for the few pupils who learn more slowly than others. Disabled pupils and those with special educational needs are given focused support towards clear individual targets, enabling them to make good progress. Pupils eligible for free school meals make equally good progress. Senior leaders are aware that not all pupils who are at the early stages of learning to speak English as an additional language do as well as they could in mathematics, because language is a barrier to their understanding of mathematical concepts. Plans to extend practical activities to support understanding are being implemented but are not yet fully embedded.

Pupils make good use of their literacy and numeracy skills across the curriculum. Leaders are successfully increasing numbers of pupils working at above-expected levels. Higher-attaining pupils read fluently at a higher level but have not developed enough initiative and powers of reasoning when using their reading skills to carry out research.

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## Quality of teaching

The inspection findings confirm the view of most parents and carers and their children that teaching is good. Teaching, including that of reading, ensures that pupils learn rapidly in almost all lessons. Younger pupils enjoy waking up 'Teddy' so that they can help him to learn his letters and sounds, and older pupils test each other on key words in preparation for group reading. The school has, however, rightly identified the need for the further improvement of reading skills for more-able pupils.

In the Early Years Foundation Stage, there is a positive focus on social and language development, while both taught tasks and ones that children have chosen for themselves are stimulating and varied, and there are many opportunities for children to write as part of indoor activities. However, writing has a lower profile outside, with comparatively few writing materials and suggestions to support children.

Consistent approaches in identifying the purpose of each lesson involve pupils well and they help to draw up 'tool kits' to assist them in achieving their targets. Lessons typically start with an exciting introduction that captures the pupils' interest and helps pupils to establish what they are going to learn. For example, in Year 2, pupils enjoyed atmospheric music, a video clip and a visit from a 'jackal' that helped them with their diary writing about the lives and possible feelings of meerkats. In Years 3 and 4 pupils were inspired in their writing of similes and powerful adjectives by the mysterious opening of 'Pandora's box'. Work is carefully planned so that activities match pupils' differing needs closely and expectations for groups of pupils are clearly identified in planning.

Strong relationships underpin effective behaviour management, while well-gauged questioning and the judicious use of praise support pupils' good behaviour. Teachers' marking shows the next steps in learning clearly, especially in literacy, and pupils respond quickly to suggestions made. Pupils who speak English as an additional language are supported well in most lessons and the pre-teaching of specific subject vocabulary boosts their confidence. However, occasionally in mathematics, language is a barrier to learning and members of staff do not then check that pupils have understood their tasks before they begin them. For example, in one lesson a pupil did not understand a word problem and was multiplying instead of dividing and another struggled to explain previous work. Disabled pupils and those with special educational needs learn quickly because they are encouraged and supported well.

The planned curriculum is varied and interesting. It provides good opportunities to develop and use literacy and numeracy and close links are made between subjects. Teaching has a good impact on pupils' spiritual, moral, social and cultural development. For example, pupils learn about the lives and beliefs of others and broaden their experiences through good out-of-school activities.

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## **Behaviour and safety of pupils**

Behaviour is typically good over time and pupils behave sensibly in lessons and around the school. Most parents and carers and their children agree that behaviour and safety are good. Pupils who have been identified as finding it challenging to behave sensibly are given highly effective additional support. Consequently, they soon improve their behaviour and become ready to learn. Pupils feel safe at school and understand about risk and types of bullying, including cyber-bullying, and safety. They say that teachers sort out any concerns they might have as soon as they arise.

Pupils have positive attitudes towards learning. Rates of attendance are rising at a rapid and sustained pace. They are average and moving close to above average because good attendance is encouraged and monitored well. Pupils are keen to see their class winning on the 'Olympics' race track, following best attendance in a week. They are willing to learn and support each other well in paired and group work. For example, in Year 1, pupils worked well with each other in discussing the properties of two-dimensional shapes and in Years 3 and 4 pupils supported each other sensibly when giving directions using the points of the compass or grid references.

Pupils show respect for others and appreciate cultural differences. For example, they show respect by holding open doors and being polite and they listened carefully to South African music played during assembly. Pupils are fully involved in assessing their own learning and are clear about their next steps.

## **Leadership and management**

Leaders, including the governing body, work together closely to identify and address remaining areas for development. They demonstrate they have the capacity to improve the school further, because their high expectations are driving up attainment and the quality of teaching, and pupils' achievement is improving rapidly. Minor gaps in progress between groups of pupils are closing quickly because equal opportunities are promoted and discrimination is tackled well. The school is socially inclusive and steps are being taken to eliminate any remaining slight unevenness in learning and progress. Performance management is improving teaching rapidly. Monitoring has enabled teachers to be aware of how they can improve further and training focuses on the next steps for their development. The role of subject leaders has been strengthened since the last inspection and there is a consistent approach towards teaching and learning that is helping to bring about whole-school improvement.

Relationships between parents and carers and members of staff are strengthening. Parents and carers are becoming more involved in their children's education, especially in the Early Years Foundation Stage, and throughout the school in reading. Parents and carers make positive comments such as, 'I'm so impressed with the school that I'm going to become a parent governor,' and, 'My children are making great progress. They look forward to coming to school every day.'

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Safeguarding arrangements meet requirements and most pupils and their parents and carers who responded to the questionnaire have confidence in them. The curriculum is broad and balanced and appropriate for the pupils' needs, ensuring that their spiritual, moral, social and cultural development is promoted well. For example, a piece of work in Years 5 and 6 culminated in the writing by the pupils of sensitive reports about life in modern Ghana. In an assembly, pupils were given the opportunity to reflect on differing individual strengths and on how those with disabilities can inspire others through their attitudes and achievements.



## 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](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.
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 June 2012

Dear Pupils

### **Inspection of Drayton Park School, Milton Keynes MK2 3HJ**

We enjoyed coming to inspect your friendly school, talking with you about your work and hearing some of you read. Thank you for being so helpful during our visit. We agree with you that your school provides you with a good education.

These are the best things about your school.

- You learn quickly in most lessons, especially when using your literacy and numeracy skills.
- You enjoy school and we agree with you that your teachers are kind and caring and are successful in making lessons interesting.
- Members of staff are good at teaching you all about the importance of working hard and being sensible and as a result you behave well.
- The headteacher, other leaders and the governing body know what needs to be done to make the school even better.

To help it improve, we have asked your school to make sure that teachers and governors do the following things.

- Help those of you who speak English as an additional language to be always clear about what you are to learn in mathematics lessons.
- Make sure that those of you who are quick at learning take greater initiative in your reading to help you when carrying out research work.
- Give more chances for those of you in the Early Years Foundation Stage to write when you are working outdoors.

Thank you once again for telling us about your school and letting us see your work. You can help your teachers by always listening carefully and doing your best work.

Yours sincerely

Alison Cartlidge  
Lead inspector

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