

Drayton Community Infant School

School Road, Drayton, Norwich, NR8 6EP

Inspection dates 12–13 December 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress during their time in the school. By the time they leave, they reach standards that are consistently above average in reading, writing and mathematics.
- The promotion of pupils' spiritual, moral, social and cultural development is good.
- Relationships between adults and pupils are outstanding. The school is a happy and welcoming place.
- The school has outstanding links with parents, who speak highly of the school.
- Teaching is good, with some instances of outstanding practice. Teachers plan activities that interest and engage pupils which, in turn, promote their good learning.
- The headteacher has created a strong team spirit through which staff work together well to improve pupils' learning and sustain high standards.
- Governors have an astute understanding of how well the school is doing and what needs to improve further.

It is not yet an outstanding school because

- There is not enough outstanding teaching, especially in teaching letter sounds (phonics), to ensure pupils make outstanding progress.
- The school has made good progress in improving the teaching for more-able pupils, but, in a few lessons, work set for these pupils does not help them to make rapid progress.

Information about this inspection

- Inspectors visited 17 lessons, four of which were seen together with the headteacher.
- Meetings were held with the headteacher, governors and staff. Inspectors also spoke with three groups of pupils.
- The inspectors looked at a wide range of school documentation including: the school's own evaluation of its performance and its development and improvement plan; information about pupils' progress and the support given to disabled pupils and those who have special educational needs, evidence about leadership's monitoring of teaching; records relating to safeguarding and attendance.
- A phone-call discussion was held with a representative of the local authority.
- Inspectors took account of the 80 responses to the online questionnaire, Parent View, and the 12 responses to the questionnaire for school staff.

Inspection team

| | |
|---------------------------------|----------------------|
| Cheryl Thompson, Lead inspector | Additional Inspector |
| Mike Williams | Additional Inspector |
| John Mason | Additional Inspector |

Full report

Information about this school

- This is an average-sized school.
- There are nine single-age classes, including three classes for the Reception children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also broadly average.
- The proportion of pupils eligible for the pupil premium is below average. In this school, the extra funding is for those pupils known to be eligible for free school meals.
- Since the previous inspection, there have been many changes of teaching staff, including teachers who are newly qualified and others who are at the early stages of their teaching careers.
- There is a privately run nursery on the school site, which is inspected separately.
- The headteacher is retiring at the end of term. A new headteacher will be in post from January 2014.

What does the school need to do to improve further?

- Make more teaching outstanding and raise pupils' achievement by improving the teaching of phonics through improving teachers' skills by enabling them to observe examples of outstanding phonics teaching.
- Improve further the progress made by more-able pupils so that it is good or better in all classes by making precise use of information on what pupils have achieved to ensure pupils who start Year 1 with above-average attainment build on their good start and make rapid progress.

Inspection judgements

The achievement of pupils is good

- Attainment at the end of Year 2 has been consistently above average in reading, writing and mathematics. The school is successful in making sure that almost all pupils attain at the expected levels for their age. A broadly average proportion of pupils attain levels that are above these.
- Children start in the Reception classes with skills, knowledge and personal development that generally typical of their age. They make good progress in developing early literacy skills and outstanding progress in developing their early numeracy skills and very positive attitudes to learning. The well-organised outdoor learning activities are thoroughly enjoyed and make a very positive contribution to children's, self-confidence and an 'I can' attitude.
- Children are well prepared for their start in Year 1. For example, in 2013, a quarter of the children were working beyond the levels expected at the start of the year.
- Pupils continue their good progress through Years 1 and 2. Teachers plan interesting links between subjects. Where these links are skilfully exploited through outstanding teaching, pupils make excellent progress. For example, in a Year 1 lesson, to help their 'alien' cross a river to get home, they worked out the patterns of odd numbers needed for the stepping stones. They worked diligently and cooperatively to solve the puzzles.
- The achievement of disabled pupils and those who have special educational needs is similar to that of their classmates. Teaching assistants are deployed effectively by the two special educational needs coordinators. They have a good impact on pupils' learning and their personal development.
- Achievement of the small number of pupils supported through pupil premium funding is good. The school has been successful in closing the gaps between the progress and attainment of these pupils and their classmates. Qualifying pupils are around half a term behind others, with the biggest gap being in writing, where it is almost a term.
- The teaching of phonics is not rigorous enough to ensure pupils' consistently good or better progress. The outcomes of this can be noted in the below-average proportion of pupils in Year 1 achieving the expected levels in the national phonics screening checks.
- Progress in developing a secure understanding of letter sounds and how to use these to read and spell is not as rapid as in their development of mathematical understanding. The reason that progress is not outstanding is that the methods for teaching phonics lack rigour and pace, and the learning of more-able children in particular, is not always stretched.
- Although the school has made good improvements in the provision for more-able pupils, there remain inconsistencies in the level of challenge in lessons and in the attention paid to ensuring that pupils who started well ahead in Year 1, continue their rapid progress.

The quality of teaching is good

- Good and occasionally outstanding teaching ensures pupils mainly make good progress. Excellent relationships and outstanding management of pupils' behaviour mean that no time is

wasted in lessons and pupils are very keen to work hard.

- Where teaching is outstanding, work is planned carefully to challenge pupils of all abilities. Teachers set very high expectations and use questioning most effectively to put right any misunderstanding and to encourage pupils to think around problems for themselves.
- Proficient teaching assistants are an important part of the teaching team. They are deployed effectively to work with groups or individuals and, as a result, have a good impact on pupils' learning and self-confidence.
- Teaching for disabled pupils and those who have special educational needs is good. The special educational needs coordinators make sure that extra support is provided when and where pupils need this. Adults use the school's good numeracy and reading resources effectively to support learning. As a result, pupils look forward to choosing their 'next book' to read.
- Teachers establish outstanding links with parents very quickly after children start in the Reception classes. The Home Links books demonstrate a high level of communication between home and school which has a very beneficial impact both on children's learning and parents' contribution to, and understanding of, what their children do in school.
- In all classes, teaching of basic numeracy and literacy skills is good, although it is much better in numeracy. In general, pupils make better progress in learning and using basic mathematical concepts such as addition and subtraction than in developing literacy skills.
- In the teaching of phonics, teachers have not had opportunities to observe outstanding practice and are not so familiar with using the most effective methods and with the rigour with which these are taught. As a result, pupils make reasonable but not rapid progress in developing their understanding of how to use letter sounds to help them write and read.
- The school noted that some more-able pupils were not achieving as well as they should. Changes have been made so that teaching for these pupils has improved this year. At its best, teaching sets a high level of challenge for these pupils which makes them think very hard, try out ideas, persevere and come up with the right answer. In other lessons, the level of challenge is not consistently as high and pupils say, 'The work is easy.'

The behaviour and safety of pupils are good

- Behaviour and safety are good because teachers manage pupils very well. Very positive relationships are established when children start school. These act as a secure base for children's positive attitudes to learning.
- All parents agree that their children are happy at school. Pupils say that they feel safe in school and like learning. They have a good understanding of how to keep themselves safe in different situations. They recognise the difference between over-boisterous play and deliberate unkindness. They are confident that there is no bullying in the school and know that, should they have any worries, any adult will help them.
- Pupils of all ages enjoy taking on responsibilities throughout the school and do so very conscientiously. The school councillors, although relatively new, are taking their roles seriously when considering their budget provided by governors. They have already planned posters for classrooms to encourage saving of electricity.

- A key strength in pupils' behaviour is their mature attitude to working together. They listen to each other's opinions, iron out any disagreements and work together to complete tasks.
- In the main, pupils work hard in lessons and take care with their work, responding thoughtfully to their teachers' marking or comments about how to improve. When teaching is outstanding, pupils' behaviour is outstanding because they are totally engaged. On the rare occasions where teaching is less than good, pupils do not always listen carefully or apply themselves wholeheartedly to their tasks.
- The great majority of pupils attend regularly and arrive punctually to school and lessons. Attendance is broadly average.

The leadership and management are good

- Since the last inspection, the headteacher, staff and governors have maintained their clear vision of a school where pupils are 'learning, caring and growing together'. In spite of many staff changes, including newly qualified teachers joining the school, above-average levels of attainment and the strengths in pupils' personal development have been sustained.
- The headteacher and senior leaders have a good understanding of the school's strengths and areas where they are working to improve further. They share a strong and successful commitment to making sure that all pupils have an equal chance to do well.
- Good management systems are at the heart of the school's success. The school tracks the progress of individual pupils rigorously so that the senior leaders know how well individuals and different groups of pupils are learning. For example, leaders have noted that the teaching for more-able pupils needed to improve and have made changes that are bringing about improvement.
- The reason that these management systems are not outstanding is that changes are not always made quickly enough. For example, the school noted that the teaching of phonics needs to improve but has not yet brought about enough improvement to ensure pupils' rapid progress.
- Through the school's good evaluation of its performance, leaders noted the need to improve further staff's knowledge of teaching a range of physical education in order to increase the variety of sports available and teachers' expertise. The school is using the new government sports funding to pay for training for staff.
- In regular progress reviews, the headteacher holds teachers to account for the progress their pupils make. Senior leaders provide good role models in their own teaching, particularly in mathematics. They give effective support to teachers at the early stages of their careers and to experienced staff.
- The school has good arrangements, linked to the national *Teachers' Standards*, for managing the performance of teachers. Teachers have targets to meet related to the school's priorities for improvement and for their own performance. The most experienced teachers and leaders have more targets to meet.
- The range of learning experiences the school provides is good. Particular strengths are the opportunities pupils have for learning outside such as in Forest School activities. They enjoy the opportunities for growing things on their class allotments and relate this to their good knowledge of a healthy diet.

- Pupils' spiritual, moral, social and cultural development is promoted well. The school provides a good range of visits to theatres and places of interest, including local churches. Within school, the strong emphasis on respecting each other and working together promotes pupils social development very well.
- Excellent links between home and school and local pre-schools help children to settle happily and quickly into school. The headteacher and governing body value parents as co-educators of their children and provide them with a good deal of information as to how they can help with learning at home. Consequently, parents contribute a good deal to the progress their children make, especially in reading. The school has an 'open door' policy and provides numerous opportunities for parents to find out what their children are learning, how they are getting on and how they can help them. Almost all 80 responses from parents on Parent View agreed that they would recommend the school to others.
- The local authority has provided 'light touch' support for the school. The school has taken advantage of many of the professional development opportunities available for staff and governors.
- **The governance of the school:**
 - Governors ensure that all requirements for pupils' safeguarding are fully met. They are diligent in carrying out their legal duties, including the safe recruiting and vetting of staff. Governors bring a wide range of professional expertise to their roles, which they use effectively in supporting the school and asking searching questions. Governors visit regularly and have a good understanding of what performance information tells them about how pupils' achievement compares with schools nationally. There is no complacency. They are well aware of the quality of teaching and the strategies used for helping teachers to make further improvement, such as linking pay closely to pupils' achievement. Governors check on spending decisions carefully, including the use and impact of pupil premium funding and if resources are being used to advantage. The governing body has sought to carefully organise the imminent change of headteacher with the aim of ensuring a seamless transition.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 131278 |
| Local authority | Norfolk |
| Inspection number | 425411 |

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

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| Type of school | Infant |
| School category | Community |
| Age range of pupils | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 255 |
| Appropriate authority | The governing body |
| Chair | Rob Westbury |
| Headteacher | Karen Wyatt |
| Date of previous school inspection | 16 October 2008 |
| Telephone number | 01603 860272 |
| Fax number | 01603 261904 |
| Email address | office@draytoninfant.norfolk.sch.uk |

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