

Drayton Community Primary School

Hilliat Fields, Abingdon, Oxfordshire, OX14 4JF

Inspection dates 4–5 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Children learn quickly in the Early Years Foundation Stage. They become confident and settle into school routines well.
- Pupils across the school, including disabled pupils and those who have special educational needs, achieve well in reading, writing and mathematics.
- Teachers make learning interesting and help pupils to become enthusiastic and successful learners by providing worthwhile activities and good resources.
- Pupils behave well and feel safe. They are helpful and friendly and enjoy coming to school.
- Leaders know what to do next to make the school outstanding and consequently the school is improving rapidly.
- The leadership and management of teaching, including the contribution of governors, are having a positive impact on teaching and pupils' achievement.

It is not yet an outstanding school because:

- Pupils, especially the most able, are not always expected to do their best written work in subjects other than numeracy and literacy, and subject leaders are not monitoring this work rigorously enough.
- Pupils' spelling is not good enough and teachers do not make sure that pupils use their knowledge of phonics (sounds and letters) to spell words or always check their work for mistakes.

Information about this inspection

- The inspector observed teaching in 11 lessons, all jointly with the headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a representative from the local authority.
- The inspector took into account 41 responses to the online Parent View survey. Informal discussions were held with a random sample of parents and carers.
- The inspector considered the views expressed in survey responses from 23 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance and safeguarding procedures.
- The pre-school on the same site as the school did not form part of this inspection.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Full report

Information about this school

- Drayton is smaller than the average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and those from service families) is broadly average.
- The proportion of disabled pupils and those who have special educational needs at school action is broadly average and the proportion at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A number of new governors and teachers, including senior and middle leaders, have joined the school since the last inspection.

What does the school need to do to improve further?

- Improve the quality of pupils' written work, especially that of the most-able pupils, in all subjects, by:
 - providing writing tasks in all subjects that are always sufficiently purposeful and demanding
 - making sure that subject leaders check that pupils' work is always of a high enough standard.
- Improve pupils' spelling, by:
 - showing pupils how to spell new vocabulary
 - encouraging pupils to make use of their knowledge of phonics when spelling words
 - checking more rigorously for spelling errors and making sure that pupils correct their mistakes.

Inspection judgements

The achievement of pupils is good

- Most children are working below the levels typical for their age when they join the school in the Reception class.
- They make good progress in the Early Years Foundation Stage, especially in developing their confidence, speech and imaginations. For example, during the inspection two boys were keen to discuss their role play on a pirate ship and one expressed clearly that 'the captain tells the team what to do'. Very occasionally, learning slows towards the end of an activity when the children become restless and are ready to learn something new.
- Pupils' levels of attainment by the end of Year 6 are broadly average in reading, writing and mathematics and have been rising since the last inspection. The pupils' positive attitudes to learning contribute to their good achievement.
- Pupils make good progress overall, although their written work in subjects other than literacy and numeracy is not always purposeful or demanding enough, especially for the most-able pupils, and as a result it does not always extend their learning as well as it should.
- Effective use is being made of a specialist enabling the most-able pupils to do well in mathematics. However, the most-able pupils did not do as well as expected in reading in the Year 6 national tests in 2013. Leaders have improved resources for this group so that they have greater choice and challenge, and they are now making rapid progress across the school.
- In writing, pupils use their imaginations well to help them write interesting descriptions, but they do not make good use of their knowledge of phonics to help them with regular spelling. For example, in Years 3 and 4, several pupils were spelling words with one consonant in the middle when two were needed.
- Pupils eligible for the pupil premium funding are doing well and the attainment gap is closing rapidly for the few who are not working at or beyond the attainment levels of other pupils at the school. Numbers are too small to make meaningful comparisons about attainment with other groups of pupils by the end of Year 6. Additional support is very much tailored to each pupil so that it is sharply focused and successful.
- Disabled pupils and those who have special educational needs receive good support, enabling them to learn quickly. Their needs are identified and monitored rigorously so that teachers and teaching assistants can help them to overcome their specific difficulties.
- Pupils reach the standards of which they are capable in physical education. For example, during the inspection pupils in Years 4 and 5 demonstrated that they could build a gymnastics sequence featuring various shapes, heights and means of moving from one shape to another.

The quality of teaching is good

- Teaching is good with examples of some that is outstanding, especially in Year 6. Across the school teachers have good relationships with the pupils and manage their behaviour positively through praise and clear instructions. For example, in phonics in Year 1, the teacher praised the pupils with a 'marshmallow' clap and reminded them about their expected behaviour by saying, 'My turn, you are listening.'
- Teaching assistants make a valuable contribution towards the learning of groups of pupils. For example, in Years 3 and 4, sensitive help was given to disabled pupils and those who have special educational needs as they thought about what they could write to lull the reader into a false sense of security.
- A wide range of interesting resources and activities motivates the pupils to learn and new vocabulary is shared well during discussions. For example, in mathematics in Year 6, excellent use was made of short video clips to explain how to tell the difference between mean, median and mode. However, in some other classes, opportunities are missed to display new words that

would help pupils with their spelling.

- Teachers ask probing questions to involve pupils in discussions and extend their learning and they explain tasks clearly. For example, in mathematics in Years 4 and 5 the teacher carefully showed pupils a strategy to help them find and show the missing numbers in a sequence.
- In the Early Years Foundation Stage, there are clear routines that help children to settle into school quickly and no opportunity for new learning is wasted. For example, during registration the children had to work out various ways of making six and develop their mathematical language by learning 'one more', 'altogether' and 'double'.
- Teachers provide clear guidance and help pupils to improve their work. They draw on information about how well pupils are doing when planning lessons, although occasionally they do not plan sufficient challenge for the most-able pupils, especially when pupils are writing in subjects other than literacy and numeracy. At times, this written work is not purposeful or demanding enough. In addition, teachers do not always do enough to help pupils check and improve their spelling.

The behaviour and safety of pupils are good

- The behaviour of the pupils is good over time because they are keen to learn and enjoy taking part in the wide range of activities available. As one said, 'I enjoy coming in and seeing loads of smiling faces.' Pupils' enthusiasm for learning contributes well to their quick progress. Most listen carefully in class and work sensibly alone or with a work partner. They enjoy helping each other and are not afraid to 'magpie' someone else's good ideas. Very occasionally, they lose concentration when they are ready to move on to something harder or new.
- Most parents, carers and pupils agreed that behaviour at the school is good. Parents and carers have responded well to the school's drive to reduce term-time holidays and, consequently, rates of attendance are now above average. Pupils are well mannered and friendly and show consideration for others. As one pupil pointed out, 'The teachers and the children are always there to look after you and help you.'
- The school works well to discourage discrimination of any kind and is vigilant in promoting equal opportunities. A few pupils with specific behavioural difficulties are managed well so that they can develop their social skills.
- The school's work to keep pupils safe and secure is good. Almost all parents and carers agreed that their children feel safe at school. Pupils said that if they have a concern it is dealt with by the teachers and they know how to stay safe and avoid confrontations. Bullying of any kind is rare and is dealt with straight away. One pupil summed it up by saying, 'Even if you have arguments, you turn out good friends.'

The leadership and management are good

- Senior leaders have a clear understanding of what remains to be done to make the school outstanding. They set a good example with the quality of their own teaching and have been successful in ensuring that other members of staff are committed to developing the school and maintaining the right culture so that pupils can learn.
- Leaders check up on how well teachers are doing and make sure that they receive support and training. The progress of the pupils is monitored closely and teachers are set specific targets to help them in their work.
- The roles of subject leaders are being developed and they have not yet all had the opportunity to check that written work in subjects other than literacy and numeracy is consistently of a high enough standard, particularly for the most-able pupils. There is still work to be done on improving pupils' spelling.
- The curriculum supports pupils' learning well, including in literacy and numeracy. Leaders have recently developed a new curriculum to provide pupils with greater support and challenge in all

subjects.

- Provision for the pupils' spiritual, moral, social and cultural development is good. Pupils learn to show consideration and to work well with others. For example, in assembly, pupils learned how difficult tasks are easier when you work as a team. Pupils learn about other cultures and faiths. In the Reception class, children were very enthusiastic about celebrating the Chinese New Year by making Chinese lanterns, and in Year 2, pupils enjoyed discussing the animal sounds from a recording of music from the African savanna.
- The new funding provided by the government to enhance sport is being used well to provide specialist teaching and staff training, so that its impact will be long term. Pupils are keen to attend sports clubs and sporting activities contribute well to their healthy lifestyles and physical well-being.
- The provision for pupils eligible for the pupil premium funding is good. Specific support and resources are matched closely to the pupils' requirements and are used to enhance their social as well as academic performance. For example, some pupils receive help with fees for clubs and educational visits while others have additional adult support in lessons.
- The local authority has provided the right level of support for this improving school enabling it to move forward in all aspects of its work since the previous inspection.
- Safeguarding arrangements meet requirements. Members of staff are checked for suitability for working in school and are trained in how to care for the pupils.
- Most parents and carers are pleased with the work of the school and are especially pleased that their children feel safe and are happy.
- **The governance of the school:**
 - Governors are knowledgeable about the school. They know how well pupils' achievement at Drayton compares with the achievement of pupils in other schools and how leaders check up on and reward good teaching. They know about the general standard of teaching and how the occasional weaker teaching is being supported. Governors provide a good level of challenge and support for the school and are keen to increase their impact by evaluating their own effectiveness following the recent changes in the membership of the governing body.

What inspection judgements mean

School		
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

Unique reference number	123059
Local authority	Oxfordshire
Inspection number	431042

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	145
Appropriate authority	The governing body
Chair	Mandy Biddle
Headteacher	David Mayer
Date of previous school inspection	25–26 April 2012
Telephone number	01235 531316
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