

Inspection of Draycott Community Primary School

Hopwell Road, Draycott, Derby, Derbyshire DE72 3NH

Inspection dates: 15 and 16 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Caring for pupils is at the heart of everything that the staff do at Draycott. Pupils feel happy and safe in school. They know how to keep themselves safe. Pupils want to come to school. They told the inspectors: 'All of our teachers are supportive. Lessons are always fun.' Pupils respect each other. They are thoughtful, kind and help each other out.

A well-developed culture of respect encourages pupils to try their best. Pupils' behaviour reflects leaders' values of 'aiming high to achieve our best'. Pupils value the rewards they receive for good behaviour. They strive to earn 'chance cards' for trying their best. Incidents of bullying are rare. Pupils say that staff respond quickly if they raise a concern. They can talk to adults about any worries they may have. Pupils also use the 'thoughts and feelings' box to share their concerns.

The curriculum provides pupils with a broad range of experiences. Leaders want pupils to achieve well. This includes pupils with special educational needs and/or disabilities (SEND). In some subjects, the curriculum is not yet sufficiently sequenced or ambitious for some pupils. This means that some pupils may not be achieving as well as they should.

What does the school do well and what does it need to do better?

The children in the Nursery and Reception classes get off to a good start. Leaders work closely together. Nursery children are ready for learning when they enter the Reception Year. The learning environments are exciting and engaging. Adults choose appropriate learning activities. These give children the experiences and knowledge they need. Children learn well together. They are polite and respectful.

Leaders are working hard to improve the quality of education at school. They have focused on improving reading and mathematics first. Curriculum plans clearly set out what pupils should learn and when. This means that pupils know and remember more in these subjects. Teachers assess pupils' knowledge regularly in reading and mathematics. They can see what pupils know and what they need to learn next.

In other subjects, the important knowledge that pupils need to learn is not clear enough. This means that what pupils are learning does not routinely build upon what pupils have been taught before. Leaders know they need to develop assessment systems for subjects such as history, geography and art. These will enable leaders to have an accurate view of how well pupils are achieving in these subjects.

Reading is a top priority in school. Leaders have invested in a new phonics programme. They make sure that the youngest children have books that match their reading skills. This helps them to read with growing confidence and fluency. Teachers are skilful and well trained in the teaching of phonics. Pupils who are at risk of falling behind are given extra practice every day. Reading for enjoyment is

well promoted. Pupils have positive attitudes to reading. Pupils discuss their favourite books and authors with enthusiasm. Pupils love to receive a 'golden ticket' for reading at home.

Leaders think carefully about how they can support pupils with SEND. They give extra help to these pupils. Leaders focus on these pupils' social or behavioural needs, as well as English and mathematics. Pupils with SEND can access the curriculum because of the precise, well-planned support they receive. Pupils in receipt of the pupil premium funding have additional help. This is not monitored precisely enough by leaders to ensure these pupils' needs are fully met.

Teachers have high expectations of pupils' behaviour. Classroom environments are calm. Playtimes are orderly and safe. Pupils enjoy playing together. Pupils say there are lots of activities they can do on the playground, such as football, hula hoops and skipping.

Pupils benefit from a variety of extra-curricular opportunities. These help pupils develop other interests, including sports and computing. Pupils are proud of their positions of responsibility. These include school councillors, well-being warriors and digital leaders. The digital leaders proudly told the inspectors that they have led assemblies on internet safety. They also organised a competition to design a poster for keeping safe online.

Pupils have many opportunities to broaden their experiences beyond the academic curriculum. They learn about different faiths and cultures, and different types of families. They show great respect for each other, regardless of race, gender or home life. As one pupil said, 'We are all the same. It doesn't matter who you live with. Love is love.'

Leaders ensure the workload of staff is well managed. They provide the time that subject leaders need to do their jobs. Staff appreciate the support given to them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders manage safeguarding concerns appropriately. Staff report concerns promptly using an online reporting system. Records show that these concerns are taken seriously. Leaders take swift action to ensure pupils are safe. Leaders work with a wide range of agencies to gain support for families. Leaders ensure appropriate checks have been carried out before anyone comes into the school. Leaders have delivered training for all staff.

Through the curriculum, pupils learn how to keep themselves safe. Older pupils learn about healthy relationships, drugs and alcohol misuse at an age-appropriate level. Pupils learn how to stay safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' curriculum sequencing is not yet detailed enough in science and a number of the foundation subjects. This means that the important knowledge that pupils need to learn is not clearly laid out to ensure pupils build on what they have learned before. Leaders should ensure this work is completed swiftly so that teachers are confident they know what should be taught at each stage to ensure pupils achieve well in all subjects.
- In the foundation subjects, there is no consistent approach to assessing what pupils know. This means that teachers are not clear about what knowledge pupils have and what they need to learn next. Leaders should ensure that there are effective assessment systems in place to identify clear next steps for pupils in their learning.
- Leaders have identified and implemented provision for pupils in receipt of the pupil premium funding. However, leaders do not monitor this precisely enough. Leaders should ensure that they make effective checks on what is working well so that all pupils achieve well in all subject areas.
- Curriculum plans are not sufficiently ambitious for some pupils in some year groups. Therefore, some pupils are not achieving as well as they could. Leaders should continue their work to ensure that pupils receive a demanding curriculum throughout the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112538
Local authority	Derbyshire
Inspection number	10211658
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair of governing	Kristine Bingham
Headteacher	Claire Evans
Website	www.draycottprimary.co.uk
Date of previous inspection	15 and 16 May 2018, under section 5 of the Education Act 2005

Information about this school

- There have been no significant changes since the previous inspection.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, inspectors discussed the curriculum with the headteacher, the deputy headteacher, the coordinator for pupils with SEND, the early years leader, curriculum subject leaders and teachers from across all year groups. Inspectors also met with members of the governing body, including the chair of the governing body. Inspectors spoke to a representative from the local authority.

- Inspectors spoke with several groups of pupils to talk about their learning across the curriculum.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, science and history. Inspectors discussed the curriculum with the leaders of these subjects. Inspectors visited lessons, spoke with pupils and teachers and listened to pupils read. They also looked at pupils' work and documentation to understand the quality of education.
- To evaluate the effectiveness of safeguarding, inspectors reviewed school policies, procedures and records. Inspectors spoke with the designated safeguarding lead. Inspectors also spoke to staff, governors and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors considered 44 responses to Ofsted Parent View, as well as 37 free-text comments. Inspectors also considered the views of staff from meetings with groups of staff. Inspectors considered the views of pupils from meetings with groups of pupils.

Inspection team

Kirsty Norbury, lead inspector

Her Majesty's Inspector

Ged Philbin

Ofsted Inspector

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