

Inspection of Dry Drayton CofE (C) Primary School

Park Street, Dry Drayton, Cambridge, Cambridgeshire CB23 8DA

Inspection dates: 21 and 22 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Dry Drayton is a small school, with a big heart and ambition. Leaders have high expectations for all pupils. Pupils respond well to these and achieve well. They look after their school environment and are kind and caring to one another. The pupils are full of smiles and happiness.

Pupils are rightly proud of their school. They are safe, happy and love coming to school. This is because they like the engaging and informative lessons teachers plan for them. As a result, attendance is high. Pupils value their education. Bullying is rare. However, pupils know who to speak to if they have a problem.

Pupils relish the many opportunities to take on roles and responsibilities. They have the chance to be a peer mediator, school councillor or house captain. These responsibilities help pupils play an active part in school life. In addition, pupils can attend a wide range of clubs, such as choir, cookery, coding and chess.

Pupils learn about possible future careers from interesting visitors to the school. This inspires them and broadens their horizons. They listen carefully, asking probing questions to ensure they gain a thorough understanding. This adds to the quality of education provided.

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

Since the previous inspection, sustained improvements to the quality of education have been brought about. This has been driven by leaders who have created a clear vision, which all staff buy into.

Leaders have designed an ambitious curriculum for all pupils. In the majority of subjects, the curriculum sets out, in precise detail, the key concepts and skills pupils should learn. The result is a path of learning that begins and builds from Reception Year. For example, older pupils successfully played a hockey match, because they have learned and practised the skills needed beforehand. However, in a small number of subjects, leaders have not precisely set out enough details of what pupils need to know and remember. Pupils tend to remember activities but do not always recall the detailed knowledge.

Reading sits at the heart of the school's curriculum. It is leaders' top priority. Children begin learning to read as soon as they start in the Reception Year. Teachers follow the chosen phonics programme closely. They teach phonics well. This consistent approach helps pupils to quickly become successful readers. Pupils practise with books that match their phonics knowledge. The school has supported parents to help their children with reading at home. This is developing their reading fluency. Swift actions are taken to support pupils who fall behind. Pupils enjoy reading and being read to. Teachers introduce older pupils to a wide range of

authors and different types of literature. This helps pupils to develop a love of reading.

Leaders have developed an interesting and exciting curriculum for pupils in the Reception Year. The curriculum prepares children for Year 1. Children enjoy the activities teachers prepare for them. Adults skilfully engage children in conversations. The modelling of conversation helps children communicate with their friends, thus making friends and playing happily.

Teachers have strong subject knowledge, and they explain new concepts clearly. This helps pupils to understand. Teachers regularly check what pupils have learned. They use their knowledge to plan pupils' next steps in learning. Leaders have systems in place to support pupils with special educational needs and/or disabilities (SEND). Teachers adapt activities to meet pupils' needs. This allows all pupils to be fully included in lessons with their peers. Consequently, pupils with SEND achieve well.

Teachers teach pupils about relationships. Pupils learn the importance of 'consent' and what this means to them. Teachers use words and phrases pupils need to navigate friendships now and in the next stage of education. Pupils learn the importance of diversity and equality.

Staff have high expectations for pupils' behaviour. For example, they remind pupils that hard work is important and to respect their teachers. Pupils respond to this and behave well. Classrooms are calm and orderly, allowing pupils to be able to learn. Around the school, pupils are polite and courteous. They hold doors open for each other and adults. Pupils socialise at break times. Older pupils enjoy looking after and helping the younger children.

Governors work strategically. They make regular visits to the school to check how well things are working. They do not shy away from challenging leaders to make aspects of the school even better.

Leaders have an accurate view of the strengths and areas of development for the school. Leaders support staff. Staff feel that leaders listen to them and they know that leaders care about their workload and well-being. Leaders prioritise staff training, which staff appreciate. This is supporting the quality of education pupils receive. Leaders work well with a range of experts and the wider community, including parents. Parents are overwhelmingly positive about the care and education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders trained staff to spot signs of harm. They know what to do if they have any worries about a pupil. Leaders act swiftly when any concerns are raised. They work well with other agencies to get the help pupils need.

Pre-employment checks are always completed before adults start work in the school. Governors know their statutory duties and ensure that leaders do all they can to keep pupils safe.

The curriculum helps pupils learn how to keep themselves safe in and out of school. Pupils understand how to stay safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not refined the curriculum so that it precisely identifies the knowledge and skills pupils need to learn. This means, in these subjects, pupils do not develop a deep and detailed knowledge. Leaders should continue to refine the curriculum in these subjects, to help pupils achieve well across the whole curriculum.

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.

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	110787
Local authority	Cambridgeshire
Inspection number	10268154
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair of governing body	Lindsey Russell and Stephen Gardner
Headteacher	Sonia Hegan
Website	www.drydraytonprimaryschool.co.uk
Date of previous inspection	11 May 2021, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed as the substantive headteacher in January 2020, following a period as acting headteacher.
- The school has a Christian religious character. The school's most recent section 48 inspection took place in February 2017. The school's next section 48 inspection will be within eight school years.
- The school does not use any alternative providers.

Information about this inspection

Inspectors carried out this graded 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and art. For each deep dive, inspectors discussed the

curriculum with leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils from Years 1, 2 and 3 read to an adult.

- Inspectors spoke with leaders and pupils about several other subjects.
- Inspectors held meetings with the headteacher and other senior leaders. The lead inspector met with members of the governing body including the co-chairs of governors. The lead inspector also held a meeting with a representative of the local authority.
- To inspect safeguarding, inspectors scrutinised the single central record, and reviewed safeguarding paperwork and systems. Inspectors spoke with leaders, teachers, support staff, members of the governing body, and pupils to evaluate the culture of safeguarding in school.
- Inspectors considered 39 responses to Ofsted's questionnaire for parents. They also considered 13 responses to the questionnaires for staff and 29 responses to the questionnaire for pupils.

Inspection team

Julie Winwood, lead inspector

Ofsted Inspector

Natalie Sansom

Ofsted Inspector

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