

# Inspection of a good school: Drayton CofE Junior School

School Road, Drayton, Norwich, Norfolk NR8 6EF

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Inspection dates: 10 and 11 October 2023

## **Outcome**

Drayton CofE Junior School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy coming to school. They are happy and safe. They talk positively about their learning and the opportunities they have at school.

Pupils enjoy taking on leadership roles and representing the school at a range of events and extra-curricular performances. They are proud of their school. Pupils demonstrate genuine care towards each other. They celebrate each other's strengths, skills and talents. Pupils understand that some pupils may need more help and may find learning harder, but they all help each other.

Pupils behave well in classes and when moving around the school. They understand and demonstrate the school's values. They appreciate the support and help they get from staff and know if they have any worries, they can talk to an adult. Adults and pupils treat each other with respect. Pupils know how to stay safe, including when online.

Pupils rise to the school's high expectations. They learn a broad curriculum, which has recently been redeveloped to raise pupils' ambitions and the expectations of them. By the time they leave the school, pupils are well prepared both academically and socially for the next stage in their education. They are excited about the future but sad to leave.

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

The school has drawn upon staff's knowledge and expertise to redesign the curriculum recently. The school has carefully considered the order in which pupils will learn new content. Opportunities for pupils to revisit and use previous knowledge are clearly identified.

The implementation of the new curriculum is ongoing. Subject leaders are knowledgeable and passionate about their subjects. They check on how well teaching helps pupils to

progress in their learning. Pupils are enthusiastic about their learning and their experiences at the school. Pupils value the guidance they receive from their teachers. This helps pupils to deepen their understanding and challenge themselves. The high standards pupils achieve in English and mathematics are not always evident in pupils' work in other subjects. This is because pupils do not always apply what they have learned across the curriculum.

The school has prioritised reading. The school identifies pupils who are still learning to read. Pupils who join the school in Year 3 get the support they need to catch up. There are regular opportunities for pupils who fall behind to practise their reading. Pupils get help to develop the phonics knowledge required to read with increasing fluency. A school 'reading spine' maps out the texts that are the focus of study for each year group. Staff use classroom reading areas to suggest texts relevant to the subjects pupils study and promote reading for pleasure and further interest. Pupil recommendations inform the selection of books in the school library.

Pupils with special educational needs and/or disabilities (SEND) get the support they need. Staff are well trained to meet the needs of pupils with SEND. In a few subjects, some adaptations to activities limit pupils' progress. This occurs when the support pupils need is not precise enough. This means some pupils, including some pupils with SEND, are sometimes overdependent on adult support.

Staff, governors and pupils have a shared vision for the school. They have high expectations of themselves and others. Leaders know the school well. They are responsive to the changing needs of the school and wider community. They are analytical and realistic. Priorities for improvement are accurately identified and focused. The school has increased provision to support the mental health and well-being needs of the community.

Staff's and pupils' well-being is a high priority. The school's values are shared and understood by all. Pupils and staff have a voice and the school acts on their views to improve provision. Parents are fully included in the life of the school. They are positive about the work of the school. Governors know the school well. They offer challenge and support. Leaders ensure they and all staff have the appropriate training and support necessary to fulfil their duties effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Teachers sometimes do not make the adaptations needed to help pupils successfully learn the knowledge intended. When this happens, pupils' progress is slowed because pupils cannot remember and use knowledge independently. The school should ensure that teachers make the precise adaptations required to enable pupils to learn the

knowledge identified in curriculum plans so that they can use this confidently.

- On occasion, pupils' work in foundation subjects does not reflect the high standards they achieve in English and mathematics. They sometimes do not use their English and mathematics knowledge to ensure the quality of their work in other subjects is of the same high standard and shows the depth of their understanding. The school should ensure that pupils' work is of a consistently high standard in all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	131287
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10288478
<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	323
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Ward
<b>Headteacher</b>	Alison Read
<b>Website</b>	<a href="http://www.draytonjunior.norfolk.sch.uk">www.draytonjunior.norfolk.sch.uk</a>
<b>Date of previous inspection</b>	31 January 2018, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England junior school. The most recent inspection of its religious character under section 48 of the Education Act 2005 took place in November 2017. The next section 48 inspection will take place within seven years.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, the inspector met with curriculum leaders; looked at curriculum plans; spoke with teachers; spoke with pupils and looked at samples of work.
- The inspector also looked at pupils' work and the school's planning and talked to pupils

about their learning in other subjects.

- The inspector had meetings with leaders regarding the following areas: behaviour and attendance; personal development; safeguarding and pupils with SEND.
- To gather their views on the school, the inspector met with groups of pupils formally and informally. There were no responses to the pupil survey.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the 88 responses and 76 free-text responses made by parents and carers to the online parent survey, Ofsted Parent View. There were no responses to the staff survey. The inspector spoke with groups of staff to consider their views.

### **Inspection team**

Oriana Dalton, lead inspector

Ofsted Inspector

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