

Inspection of a good school: Drayton Community Primary School

Hilliat Fields, Drayton, Abingdon, Oxfordshire OX14 4JF

Inspection dates:

19 and 20 September 2023

Outcome

Drayton Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend this welcoming school where everyone flourishes. They understand the school's values, which include kindness and teamwork. One parent expressed the views of many by commenting, 'Drayton sits at the heart of the community.'

The school has high ambition for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils engage highly in lessons and value the support that staff provide. This helps them to typically achieve well across the curriculum. They love to share their learning and talk enthusiastically about the interesting topics they study.

Pupils behave well. The calm and purposeful environment enables pupils to focus on learning. Pupils take care of their environment and go out of their way to give others a helping hand. They value how staff listen to them and help them to resolve any worries.

Pupils benefit from a range of exciting experiences. They develop interests through different opportunities such as the community choir, gymnastics, drama and football. Pupils are supported to enhance their understanding of the wider world through trips to museums, art galleries, the theatre and the River Thames. They take great delight in working in the forest school.

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

The school's curriculum is well designed and ambitious for all pupils. It sets out precisely and clearly what pupils will study and in what order from Nursery to Year 6. This means that pupils are supported to gradually build learning over time. The curriculum is enhanced by a range of valuable trips and expert visitors who work alongside pupils. Pupils develop a genuine interest and enthusiasm for the subjects they study. Consequently, they typically achieve well and are strongly prepared for the next stage of their learning. Pupils with SEND persevere and work hard. This is because staff accurately

identify and provide appropriate resources and equipment that help them to succeed. Staff adapt their teaching skilfully to enable these pupils to access the same curriculum as their peers so that they learn well.

Staff use their strong subject knowledge to support pupils. They explain new concepts clearly and carefully check pupils' understanding. As a result, any misunderstandings or gaps in pupils' knowledge are addressed effectively. Staff make sure that pupils revise and revisit important concepts to help them develop confidence and fluency. For example, younger children sing songs and rhymes which assist them to develop familiarity with number. Older pupils explain their ideas about mathematical concepts using previously learned technical vocabulary and appropriate methods. However, some pupils struggle to confidently recall their knowledge of number and calculation to help them solve problems.

The school is a hub of keen and avid readers. Leaders have created a culture where pupils and staff make the most of every opportunity to enjoy reading. Pupils enjoy listening to the stories that teachers read and share with them. The school uses a well-sequenced scheme to teach phonics. A few staff need further training to strengthen their understanding of the programme. The school ensures that struggling readers who need additional support have the right resources to help them catch up quickly. As a result, pupils become fluent and confident readers.

The school has high expectations of behaviour, and pupils behave well, including in lessons. This enables pupils to focus on their learning. They have a palpable sense of pride in their work. Children in early years follow instructions with thought and care. They wait their turn and use resources independently, which helps them to deepen their understanding of the world around them.

The school promotes pupils' wider development well. Pupils are supported to develop a well-rounded appreciation of the fundamental British values. They talk maturely and with consideration about respect, rule of law and democracy. Pupils celebrate their individual uniqueness and appreciate differences in the school, community and wider world. They learn about different religions, including important festivals. Pupils have a secure understanding of the importance of a healthy lifestyle and know what makes a positive relationship.

Staff feel valued and supported. They are proud to work at the school and appreciate how their well-being is considered to enable them to focus on teaching. The interim head teacher knows the school well and works effectively with the school community. Governors fulfil their responsibilities and provide leaders with challenge and support in equal measure.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils struggle to fluently recall number and calculation strategies. As a result, their learning in mathematics is slowed. The school should ensure that staff emphasise the most important mathematics content and then check that pupils have learned and remembered it.

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 February 2014.

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

Unique reference number	123059
Local authority	Oxfordshire
Inspection number	10287936
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Rob Gilley
Headteacher	Chloe Spencer
Website	www.drayton-pri.oxon.sch.uk
Date of previous inspection	8 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school has had an interim leadership team since September 2023.
- The school currently uses no alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education 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 leaders and has taken that into account in this evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work. The inspector also discussed the curriculum in some other subjects.

- The inspector met with the interim headteacher, acting assistant head and inclusion lead and subject leaders.
- 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 looked at a wide range of documents provided by the school and observed pupils' behaviour around the school and in lessons.
- The inspector met with members of the governing body and a representative from the local authority.
- The inspector considered the views of parents shared through Ofsted Parent View, and an inspector also talked with parents.
- The views of staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- The inspector gathered pupils' views throughout the inspection, including during classroom visits as well as at playtimes and lunchtime.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

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