



# Drayton Community First School

Inspection Report

**Unique Reference Number** 131278  
**LEA** NORFOLK LEA  
**Inspection number** 282189  
**Inspection dates** 3 October 2005 to 4 October 2005  
**Reporting inspector** Mr. Ian Nelson LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	School Road
<b>School category</b>	Community		NR8 6EF
<b>Age range of pupils</b>	4 to 8		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01603860272
<b>Number on roll</b>	300	<b>Fax number</b>	01603261904
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.Mandy White
<b>Date of previous inspection</b>	3 July 2000	<b>Headteacher</b>	Mrs. Jenny Utting

<b>Age group</b> 4 to 8	<b>Inspection dates</b> 3 October 2005 - 4 October 2005	<b>Inspection number</b> 282189
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is a large first school serving a village close to Norwich. Most of the pupils are of white British heritage and few are eligible for free school meals. It has average numbers of pupils with learning difficulties. Very few pupils leave or join the school during a year, making it a very stable school. The number of pupils at the school is falling because there are fewer children in the area. The children enter the school with standards which are typical for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school that provides excellent value for money. The governors, headteacher and deputy headteacher provide excellent leadership that has established an outstanding caring ethos where every child matters. As a result, standards are consistently high, although mathematics results dipped in the national tests at Year 2 in 2004. Standards in reading, writing and mathematics all rose in the 2005 tests and pupils continue to do well in Year 3. The progress of pupils who need extra help is often outstanding because of the excellent levels of support staff give them. Children in reception get an excellent start and make very good progress. Parents and pupils think very highly of the school. One parent wrote, 'There is a strong sense of community there is a genuine warmth and welcoming feel.' The staff go out of their way to make sure all pupils do as well as they can in their lessons and also in their social and emotional development. As a result, pupils are happy, confident, exceedingly polite and well behaved at all times. The school has maintained very high standards since the last inspection and made dramatic improvements to the building. Staff and governors know exactly what needs to be done to improve further and have already begun to raise mathematics scores towards their previous peak. It is very well placed to improve further. High expectations, and a lack of familiarity with the new inspection system, led staff to rate the school as good rather than as outstanding, in line with the inspectors' view.

### **What the school should do to improve further**

-Continue the drive to bring standards in mathematics back up to their earlier levels.

## **Achievement and standards**

### **Grade: 1**

Standards are well above average and have been so for several years. However, the results in the Year 2 mathematics test dipped in 2004. The school has looked at the reasons for this and made some changes to the way mathematics is taught. Lessons now include more practical tasks and as a result standards rose in 2005, though they are not back to earlier levels yet. Standards in reading and writing also rose in 2005 and pupils leave Year 3 having made excellent progress through the school. Children enter the reception class with the skills and knowledge expected of children of this age. The excellent start they get to school life lays firm foundations so that they start Year 1 well prepared for the National Curriculum. Pupils continue to make excellent progress that results in consistently high standards in national tests, and at Year 3. There are no significant differences in the progress made by boys and girls or pupils of different abilities or backgrounds. Pupils who need extra help are very well supported so that their progress matches that of other pupils and they achieve their targets. Because work is well matched to pupils' abilities they all succeed in reaching the targets they are set and grow in confidence as a result. They learn the basic literacy, numeracy and computer skills that are such an essential preparation for adult life and the world

of work. They also learn to work together, to take responsibility and to support each other so that they acquire the social skills to get on in the world.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being is exceptional. Children in the Reception classes have a really good start in school. Pupils of all ages are very enthusiastic about their school as reflected in their good attendance and punctuality. Pupils thoroughly enjoy working and playing together as enjoyment is a key feature of learning. Older pupils show great maturity and make an outstanding contribution to helping and caring for younger children, as 'reception pals'. The school provides well for pupils' spiritual and cultural development and exceptionally well for their moral and social development. For example, there is an excellent school council where even the youngest pupils show confidence in contributing their imaginative ideas, such as improving the buddy system. Pupils adopt healthy lifestyles exceptionally well through the excellent opportunities to participate in sport and through their involvement in the fruits for schools and walking to school schemes. During lunchtime, for example, a pupil warned a visitor that 'too much chocolate will make you fat', and 'you need healthy vegetables and fruit for your tea'. Strong links with the local community and local businesses help to promote pupils' awareness of the wider world and the world of work. For example, during the past year pupils of all ages have created a tree nursery as the first stage in developing a community woodland with the help of the Greenlight Trust and a local gardener.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are excellent. Teachers plan interesting and stimulating lessons that are detailed and well thought out. As a result, pupils are keen to learn and try hard with their work. Staff make clear how they expect pupils to behave and this ensures that they listen attentively and concentrate on their tasks. Consequently, no time is lost because of poor behaviour and pupils are always respectful and polite to adults and to each other. Teachers know their pupils well so that work is well planned to their individual needs. They know what pupils need to learn next because they carefully check how well they are doing through regular marking and tests of what they have learned. Teachers expect pupils to do well, whatever their ability, so pupils strive to do their best. Those who need extra help are identified early and given excellent support, particularly from teaching assistants, so that they meet their targets. Teachers explain clearly what pupils are going to learn and check at the end of the lesson how well they have done. They are skilled in asking questions and posing problems to encourage independent thinking. For example, pupils in Year 2 worked enthusiastically on the task of finding the combinations of two colours in a three

section flag. This developed thinking and social skills as they worked in pairs on a common task.

## **Curriculum and other activities**

### **Grade: 1**

The school provides an excellent range of activities to help pupils to learn in lessons and in after school activities. Children in reception make excellent progress because the activities are firmly based on the guidance for the Foundation Stage. There is a very good balance between adult led tasks and those chosen by the children themselves, which leads to happy, confident children who learn very effectively. Pupils who need extra help are very well supported in line with their very clear individual education plans, and make outstanding progress. The school's work is enriched by an excellent range of visits and visitors which extends pupils' experiences and social and emotional development. The school provides more clubs and activities than are normally found for pupils of this age. Staff have recognised the need to use computers more effectively in all subjects and have already taken steps to improve this. They have also established excellent links with a sports college to enhance physical education and further improve pupils' healthy lifestyles.

## **Care, guidance and support**

### **Grade: 1**

The school's care and support for pupils is exceptional. Staff are totally committed to ensuring that pupils learn and grow in a safe and supportive environment. The school is very safe and secure and, as a result, pupils feel very safe. Pupils also learn to be safe in the water, and not to talk to strangers. Arrangements for protecting children are fully in place. Consequently, all pupils trust and have the greatest respect for adults as well as showing the utmost care and consideration for one another. The strong partnerships with parents and outside agencies ensure that pupils' needs are met. Pupils who need extra help receive outstanding support, so that they achieve exceptionally well against their personal targets.

## **Leadership and management**

### **Grade: 1**

Leadership and management are excellent. Staff and governors have an accurate picture of what is done well and where it could be even better, although their high aspirations have led them to be slightly modest about how good the school really is. Most parents feel that the school values their views and pupils make their views known through the excellent School Council. The governors work very closely to support staff and to ask key questions about the school's performance. They have all the required policies and procedures in place and are fully involved in school improvement planning and budget management. The headteacher and deputy headteacher provide excellent leadership that is appreciated by staff and parents. They play a key role in checking how good lessons are and in the performance management of staff. Subject leaders

check how well pupils are doing and know what needs to be done to keep improving their subjects. All staff are fully committed to making the school even better which is why the high standards have been maintained over the years. The school is very well placed to continue improving. Staff are very keen to involve all pupils in all school activities as shown in the excellent way those who need extra help are supported and achieve their targets. The school makes very good use of the resources it has and enjoys good accommodation that has been vastly improved since the last inspection. The school has a satisfactory number of well qualified staff who work exceptionally well as a team.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome when we visited your school recently. This letter is to tell you what we think of your school. We think you go to an excellent school. The teachers and teaching assistants help you to do very well in your lessons. They care for you so well that you always have someone to go to if you are worried or upset. Your dinner ladies help you to enjoy your play time on all the exciting equipment in the playground. They make sure you are safe and do not hurt yourselves. You all behave very well and are very polite to each other and to visitors. You enjoy being able to tell the teachers what you like about school and how to make it better through your school council. You do very well in your lessons and tests because you enjoy your work and try very hard. The teachers make your lessons interesting and give you hard enough work. We have asked them to carry on helping you to do even better in mathematics. Your head teacher is excellent at running your school and working with your teachers and teaching assistants to make it better and better.