



Draycott Community Primary School

Inspection Report

Unique Reference Number 112538
Local Authority DERBYSHIRE
Inspection number 289317
Inspection dates 5–6 February 2007
Reporting inspector Lynne Blakelock

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

Type of school	Primary	School address	Hopwell Road
School category	Community		Draycott, Derby
Age range of pupils	3–11		Derbyshire DE72 3NH
Gender of pupils	Mixed	Telephone number	01332 872261
Number on roll (school)	241	Fax number	01332 874823
Appropriate authority	The governing body	Chair	Mrs V Clare
		Headteacher	Mrs H A Knott
Date of previous school inspection	3 March 2003		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a larger than average school housed in a Victorian building. The number of pupils on roll is falling steadily. Children start here with levels of knowledge and skills which are below those expected nationally. A lower than average number is entitled to free school meals or has learning difficulties or disabilities. A higher than average number has a statement of special educational needs. The percentage of pupils from minority ethnic backgrounds and the number for which English is an additional language are lower than that found nationally. The school holds Investor in People status and has achieved the Artsmark Gold award. It has been awarded the Derbyshire Excellence award for its anti-bullying initiative and in 2005 won the Derbyshire Greenwatch award for the best school environmental project.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Although the school evaluated itself as satisfactory, inspectors judge that this is an effective school which has moved forward well since the last inspection. It gives good value for money. The good leadership and management of the school, particularly by the headteacher, are strong factors in the school's progress. Her accurate analysis of the needs of the school and the clear direction that she gives to its work are resulting in sustainable progress and a good capacity for further improvement. This is seen in the good progress pupils are now making through the school. The standards they are achieving by the end of Year 6 are in line with the national average. Children get off to a flying start with their learning in the Foundation Stage because they are offered a wide range of activities which they find exciting and which encourage them to learn. They start school with levels of knowledge and skills below those expected nationally and achieve well through Key Stage 1. Pupils are on course to reach challenging targets at Key Stage 2 in English, mathematics and science in 2007. Pupils with learning difficulties or disabilities are making good progress because they are well supported by knowledgeable teaching assistants. Achievement and standards are good because teaching and learning are good. Planning is detailed and offers a variety of learning activities which interest and motivate pupils. The pace is generally fast so that they remain focused and make good progress. Work set, however, isn't always a close enough match to pupils' learning needs so that progress is sometimes slower than it could be. This is the case with the targets pupils have, where not enough detail is given in informing pupils how to improve their work.

This is a school which cares. The outside mural, picturing every pupil in the school sets the scene with the clear message that every child matters. Inside, the colourful displays of pupils' work, often displaying their creative talents, provide a welcoming learning environment. Pupils are happy here because they are offered a caring, supportive and secure environment so that any who have worries or concerns know that they have someone to help them. The school's procedures to protect and safeguard pupils, coupled with good support for learners in their work results in good care, guidance and support.

Pupils' personal development is good. This is because from the time that they join the Foundation Stage, expectations of their behaviour and attitudes are high. They are given jobs and responsibilities so that they develop broader skills that will help them when they are older. Consequently they learn to get on well with each other and treat others with respect, resulting in well developed personal, social and emotional skills. This is confirmed by a parent, delighted with her 'happy, confident, polite and chatty daughter whom the school has helped us to bring up.' Many pupils use information about healthy lifestyles to keep fit and to eat sensibly. Both spiritual and cultural education are promoted in the good and rich curriculum. The curriculum is good. Although it focuses on literacy and numeracy, the school is developing teaching across subjects and through themes so that pupils from the start of the Foundation Stage, including those with learning difficulties or disabilities, are stimulated by broader learning experiences. The creative curriculum is a strength because it inspires learning

through music, art, dance and drama and encourages pupils to develop their talents. The big improvement in the provision of information and communications technology (ICT) has encouraged independent learning and the development of new competences which pupils think are a great move forward.

What the school should do to improve further

- Improve the rate of progress by ensuring that pupils' work always matches their learning needs.
- Ensure that pupils' targets indicate clearly how they can move on to the next level of learning and what they have to aim for.

Achievement and standards

Grade: 2

Standards in Year 6 are average. All pupils, including those with learning difficulties or disabilities achieve well from their starting points which are below average. Children make good progress in the Foundation Stage so that most reach the standards expected by the time that they enter Year 1. Because pupils are taught well through Key Stage 1, good progress continues, particularly in writing and mathematics. Standards were lower than usual at the end of Key Stage 2 in 2006, because that group of pupils had entered the key stage from below average starting points. From assessment information and evidence gathered during the inspection, it is evident that pupils are making good progress in English, mathematics and science at Key Stage 2. Challenging targets have been set for 2007.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. This is reflected in their good behaviour. The high level of social harmony is encouraged by the school's successful anti-bullying strategies. Pupils enjoy school, as reflected by their improving attendance which has risen to average. They feel their views are valued through opportunities such as the school council. Councillors' actions have had a significant impact on the everyday life of the school, for example in ensuring that fruit is available. Buddies make sure that the school is a safe place for pupils so that they can enjoy play times. Pupils have good ideas about maintaining healthy lifestyles. They eat healthily and enjoy the wide range of opportunities to stay physically fit. As well as contributing effectively to the school community, pupils make a significant contribution to the local and wider communities. They are developing appropriate skills for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. It has a positive impact on pupils' learning. Vibrant displays of their work give classrooms a really good climate to learn in. Teachers work well with teaching assistants, who are effectively deployed and support pupils well, particularly those with learning difficulties or disabilities. Behaviour is managed well and this results in a calm climate for learning. Lessons move at a brisk pace and interesting activities usually keep pupils engaged and concentrated on tasks. Well-targeted questions mean that pupils of all levels of attainment contribute in lessons and teachers are successful in ensuring that even the most reserved pupils contribute. Planning is detailed, indicating clearly what pupils will learn and how their success will be measured. Although supportive, the marking of pupils work does not regularly give them sufficient information as to how they might improve.

Curriculum and other activities

Grade: 2

A lot of work and careful thought has taken place to develop a rich and varied curriculum that is interesting and making effective and meaningful links between subjects. The improvement in the provision of ICT has broadened learning. The provision for pupils, including those with learning difficulties or disabilities encourages progress. This is developing for pupils who are gifted and talented. Provision for literacy and numeracy is good and is strengthened through work in other subjects, such as 'Chatterboxes,' a programme developed by the school to improve pupils' speaking, listening, social and ultimately writing skills. Good provision for creative subjects and personal, social and health education (PSHE) and citizenship is in place. All pupils benefit from weekly French lessons. Provision in the Foundation Stage is enhanced by the good quality outdoor curriculum. There is a good level of enrichment through a variety of extra-curricular activities, visits and visitors.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for its pupils. It has rigorous systems in place for safeguarding them, including child protection procedures which are robust. Positive relationships with outside agencies strengthen support and care. Pupils are motivated through a good system of rewards and sanctions, which they understand fully. Systems for supporting and guiding their academic progress are good and are helping to raise academic standards. Targets in English and mathematics provide information to pupils on what they are aiming for but the school is aware that they need to make it more clear what the next steps in learning are. Support and guidance for pupils with learning difficulties or disabilities are good because the school

focuses precisely on their individual needs. More parents are able to be involved in their child's learning because of the helpful information that the school is providing.

Leadership and management

Grade: 2

Leadership and management are good. The head teacher and her deputies provide good leadership and management because they share a clear vision and direction for the school which is supported by staff and governors. Effective strategic planning and implementation of good systems are resulting in steady progress in moving the school forward. Improvement in the quality of the school's work is aided by the involvement of staff in forward planning. The developing role of middle managers in strengthening subjects is made possible by professional development which is based on the needs of the school. Governors have a very good knowledge and understanding of the work of the school and challenge it well.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

7 February 2007

Dear Pupils,

Draycott Community Primary School, Hopwell Road, Derby, Derbyshire, DE72 3NH

Thank you for making us so welcome when we inspected your school recently and for your politeness and helpfulness towards us. It was a pleasure to talk to you, see you working and learning and to watch you playing at breaks and lunchtimes. This letter will tell you what we found out about your school.

You behave well in lessons and at break times and get on well with other pupils and with staff. You and your parents know and appreciate how hard the staff work for you. You enjoy lessons. One of your favourite lessons is ICT because you can learn for yourselves and develop new skills. The school is full of beautiful displays of your art work which you are proud of and which show your talents. A lot of you benefit from the good choice of clubs, some of which help you to keep healthy. The staff are making sure that you learn to work together and they give you jobs and responsibilities that will help you when you are older.

There are ways in which your school can get better. In order to make more progress in your lessons, your teachers are going to make sure that the work that you are given matches very closely the levels at which you are working. We also are asking them to make sure that when you are given targets, you know how to move on to the next level of learning and understand what you have to aim for.

Best wishes for the future,

Lynne Blakelock

Lead Inspector