

# Drayton Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	100402
<b>Local Authority</b>	Islington
<b>Inspection number</b>	307381
<b>Inspection dates</b>	2–3 July 2008
<b>Reporting inspector</b>	John Horwood

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Pollard
<b>Headteacher</b>	Ms R Walden
<b>Date of previous school inspection</b>	28 June 2004
<b>School address</b>	Arvon Road Highbury London N5 1PJ
<b>Telephone number</b>	020 7607 4142
<b>Fax number</b>	020 7607 1514

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a slightly larger than average primary school. Almost two thirds of pupils come from minority ethnic groups, the largest groups being from Turkish, Somali and Bangladeshi backgrounds. Almost half the pupils do not have English as their first language but very few are at the early stages of speaking English. The proportion of pupils entitled to free school meals is much higher than the national average. No pupils come from refugee or asylum seeker families and there are very few looked after children. The number of pupils who have learning difficulties and/or disabilities is higher than average. Many of these have speech, language and communication difficulties. Almost a quarter of pupils, and as high as a half in Year 6, join and/or leave the school other than at the normal times. The school has Healthy School status and been awarded the Artsmark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with a good capacity to improve further. Leadership and management are good at all levels, as is the quality of the school's self-evaluation. A parent commented, 'I believe the school has achieved great success which is in part due to the leadership skills of the headteacher'.

Children enter the Nursery with below expected levels of skill and language. They make good progress and leave the Foundation Stage with skills close to those expected for children of this age. The limitations imposed by the restricted outside provision prevent them making even better progress. The good progress they have made continues in the main school and they leave the school with broadly average standards, with an increasing number attaining the highest level. All groups of pupils, including those with learning difficulties and disabilities, achieve well. Those who have English as an additional language rapidly acquire the language they need through effective support and make good progress thereafter. Pupils' attainment is similar in English, mathematics and science.

The quality of teaching is good throughout the school. Teachers are enthusiastic and committed to raising standards. To make lessons more enjoyable they make effective use of the much-improved information and communication technology (ICT) systems available in every classroom. The teachers in each of the mixed-age year groups work as a good team and carry out joint planning. Marking of pupils' work is generally of good quality. There is comprehensive and easily accessible data on the progress made by every pupil. Within the classroom, this enables the teachers to set work to meet the needs of all pupils and set meaningful but challenging targets. In the best lessons, this is enabling all pupils to make very good progress. In other lessons, it is less well used and middle ability pupils make slightly slower progress and some of these do not meet their targets. Pupils know and understand their targets and what they need to do to get better. A good range of extra-curricular activities supports the broad curriculum.

Throughout the school, support provided for the pupils with specific needs is generally good. Those who have difficulty with English are well supported. Those who need academic help benefit from intervention strategies, including individual help in lessons and booster classes. The partnership with other agencies to support the well-being of all pupils is good.

Staff look after pupils well. All adults are good role models and relationships are extremely good. Pupils are polite, friendly, courteous and well behaved. Their enjoyment at being in school is outstanding and this includes the after-school provision. One parent said, 'My daughter cries if she cannot go to the after school clubs on the two days she has signed up for' and another wrote, 'My daughter loves going to school because of the quality of the teaching and the ethos of the school'. They feel safe in the building and the playground. They are aware of the need to eat healthily and they participate well in the sporting activities available. Pupils make good contributions to both the school and to the wider community. They are well prepared to achieve future economic success.

## Effectiveness of the Foundation Stage

### Grade: 2

Staff in the Nursery and Reception classes give good support to children and ensure that they have a positive and nurturing start in school. Teaching is good. There is a good balance between

adult-led and child-initiated activities. Children make choices, they work and play enthusiastically whilst relating well to each other and to adults. The school involves parents well in their children's education and encourages them to read with their children at school. Children's progress is documented systematically with supporting evidence, including children's work. Support staff are not always used efficiently to support and assess learning, however. Assessment data are moderated within the school and the co-ordinator is now a leading teacher for Early Years assessment within the local authority. Leadership and management of the Foundation Stage are good. The learning environment is safe and teachers try to make it attractive but much of the furniture is old and well-worn. The outdoor environment lacks well-defined areas, mainly because the Reception children have to share the outside 'play' area with Year 1 pupils. The teachers make best use of the accommodation, however, and all children make good progress.

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

- Ensure assessment data are used consistently to match work to the needs of the middle ability pupils to enable them to reach challenging targets.
- Improve the quality of resources and review how the accommodation could be adapted so that all children have their needs and interests met across all areas of learning in the Foundation Stage.

## **Achievement and standards**

### **Grade: 2**

The attainment on entry to both the Foundation Stage and to Key Stage 1 vary from year to year but are generally below expected levels. School data show that at the end of each key stage, pupils currently in the school have all made good progress from their starting points. The many pupils who join the school during the academic year make similar progress to others because of the support they are given. Standards in the current Year 2 and Year 6 are broadly average. An increasing number of pupils are reaching above average standards. Pupils who have moderate learning or speech, language and communication difficulties, all make good progress because of good support. Pupils with English as an additional language are also helped to make similar progress. In some lessons, the middle ability pupils could make more progress if the work matched their needs better. Progress is better in the higher year groups where the use of assessment strategies is more developed. The Year 6 science results fell significantly last year but standards in all subjects are now similar.

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

### **Grade: 2**

Spiritual, moral, social and cultural development is good. This is shown by very good relationships and the mutual respect between pupils and between adults and pupils. It is a safe and trusting environment. Pupils are aware of healthy lifestyles and make appropriate choices at lunchtime. They join in sports activities with enthusiasm. Pupils are aware of what they need to do to keep safe - they move orderly along the corridors and there is very little bullying. They know the rules and only require limited supervision. Outstanding enjoyment is evident throughout the school by the way they join in with activities in lessons and excitedly enter into conversation about the school. Parents are very clear that their children enjoy being at the school. Attendance has improved since the last inspection and is closer to the national average. Behaviour is good and results in very good relationships. Pupils make a good contribution to the school community through being part of the school council or acting as prefects, for example. The wider community

is supported by fund raising and involvement in the community, such as joining in and winning Islington's Black History Month (2007) debate competition. Preparation for economic well being is good. Their good personal skills, such as confidence and communications, together with their broadly average standards, enable them to compete favourably with others when they leave the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers ensure consistency by planning lessons together across each of the paired year groups. The majority of lessons are lively and interesting. Teachers have good relationships with pupils, listen to their ideas and suggestions, and develop their confidence to participate fully. Teachers have good subject knowledge and manage classes well. Learning intentions are always clear. In the best lessons, children have good opportunities to talk in pairs and groups. Work is generally pitched at the right level for most pupils to achieve well, with teachers providing appropriate challenge through carefully posed questions. In some lessons pupils in the middle ability range could be challenged more. Pupils with learning difficulties are well supported by teaching assistants. Teachers' explanations are effective and support learning well. The pace of lessons is good. Marking reflects pupils' targets and is generally good.

### **Curriculum and other activities**

#### **Grade: 2**

The well planned curriculum builds on pupils' experiences as they move through the school. Because the classes are mixed-age groups, a two-year programme of topics is used to avoid duplication and to ensure progression in what pupils learn. There are comprehensive and well thought out curriculum maps ensuring that, among other things, all pupils have equal access to the curriculum. The curriculum successfully encourages children to be healthy and it effectively promotes their personal development and well-being. Good use is made of teachers' skills, which, together with the use of specialist teachers, provide high quality enrichment in areas such as art, music, sport and Spanish. ICT is well used to support the curriculum. Pupils give good support to the wide range of extra-curricular activities. The extended school provision, which includes both before and after-school provision, is very good and is well managed.

### **Care, guidance and support**

#### **Grade: 2**

Pupils appreciate that staff are caring and they know support is available. They have good strategies for dealing with any conflict such as the 'friendly five ideas'. Careful attention is paid to health and safety including minimising possible risks. Child protection procedures are clear. The needs of vulnerable pupils, including those with learning difficulties and those learning English for the first time, are assessed and regularly reviewed to ensure appropriate support is provided. Pupils who join the school late are well supported through good induction procedures to ensure they make the same progress as others. The school works well with outside agencies and support is in place for all groups of pupils. Pupils' achievements are assessed regularly and impressive systems to track their progress are detailed and thorough. This enables teachers and pupils to know what the next stages of learning are through the setting of individual targets. The school provides well for pupils at transition to secondary school with a full diary

of events for the academic year, including meetings for parents and links with feeder schools. Attendance is improving. The school has set targets across the school and rewards those classes with good attendance. The involvement of educational welfare services has had a huge impact on improving attendance and attainment for pupils with high levels of absence.

## **Leadership and management**

### **Grade: 2**

The headteacher and governors have developed an enthusiastic and able team of leaders and staff who have made a good impact on helping pupils make good progress in both their academic and personal qualities. The vast majority of parents are very appreciative of how well the school is led. The governing body are very aware of what the school needs to do to improve and they fulfil all their legal requirements. In particular, they now need address issues in the Foundation Stage to enhance, the facilities they have and so promote even better learning. The self-evaluation systems in the school are good and together with the comprehensive school improvement plan demonstrate that the school is well placed to move forward. Challenging targets are used but the effectiveness of this is restricted by inconsistencies in the use of assessment data in the classroom. Financial control is effective and value for money is good.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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	2

### 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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

14 July 2008

Dear Pupils

Inspection of Drayton Park Primary School, London, N5 1PJ

Thank you for making us so welcome at your school. We enjoyed, meeting with you and your teachers as well as talking to you during the day. Yours is a good school. You and the school have many strengths including:

- you have a good headteacher who is well-supported by all the staff and the governors
- the school monitors your progress very well and ensures that you get the help you need and that you all make good progress
- there is mutual respect and trust between you and the adults
- you behave well and really enjoy being at school
- you enjoy the opportunities for extra-curricular activities and the clubs before and after school
- you understand the importance of healthy lifestyles and how to stay safe
- you are proud of your school and enjoy your learning.

In order to help the school improve and become even better, we have asked the school to:

- make sure that all teachers use their knowledge of your progress to give each one of you work matched to your ability
- improve the quality of accommodation and resources in the Foundation Stage to meet all needs and interests.

We wish each one of you every success and happiness in your future education.

Yours sincerely,

John Horwood

Lead Inspector