

# Stanley Drapkin Primary School

## Inspection report

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<b>Unique Reference Number</b>	114728
<b>Local Authority</b>	ESSEX LA
<b>Inspection number</b>	311679
<b>Inspection date</b>	1 November 2007
<b>Reporting inspector</b>	George Falconer HMI

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Chris Cadman
<b>Headteacher</b>	Mrs Mary Nicholls
<b>Date of previous school inspection</b>	13 June 2005
<b>School address</b>	Bower Hall Drive Steeple Bumpstead Haverhill Suffolk CB9 7ED
<b>Telephone number</b>	01440 730220
<b>Fax number</b>	01440 730907

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: evidence of positive impact as a result of the school's current actions to halt the slow decline in writing standards, the quality of the spiritual moral, social and cultural elements of the curriculum and the level of care, guidance and support offered to the pupils. Evidence was collected from observing lessons and the quality of work produced, discussions with pupils and teachers and from data that the school uses to inform it self of its own practice. Other aspects of the school's work were not investigated in detail, but HMI found no evidence to suggest that the school's own views, as outlined in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Stanley Drapkin Primary School is situated in the village of Steeple Bumpstead, Essex. It is broadly average in size. Most pupils have pre-school experience before entering the Reception Year. There are currently 197 pupils on roll with most pupils living in the village and surrounding areas in mainly owner-occupied housing with some pupils living in rented accommodation. Attainment on entry is average. The proportion of pupils who have learning difficulties and/or disabilities is below the national average, as is the proportion of pupils eligible for free school meals. The majority of pupils are White British.

The school has gained several awards in the last few years including the Investors in People Award and a School's Achievement Award. In 2004, it was granted the Healthy Schools Award. Currently the school is working towards the Basic Skills Quality Mark and the Challenge Award for Able, Gifted and Talented.

## 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 undoubtedly a very effective school, which is well led and managed by an effective and experienced team. The school knows it self well, as indicated in its self-evaluation. There are very robust procedures in place for making sure that the pupils are happy, feel safe and secure and progress well in their learning. There are elements of school life that are outstanding.

The leadership of the headteacher is excellent and gives clear direction for all staff in the school. They work very well together to provide a good level of education for all pupils. Governors are keen and involved in the life of the school.

Achievement of pupils throughout the school is good overall, as are the standards they reach. The very well managed Foundation Stage gives the children a really good start and by the end of Key Stage 1, pupils are showing high-level gains with results that range from good to outstanding for reading, writing and mathematics. Pupils' scores are generally above the national averages, particularly for the higher attainers. Pupils with learning difficulties and/or disabilities also score higher than the national averages.

By the end of Key Stage 2, pupils are demonstrating continued good progress in their learning and reach good standards overall in English, mathematics and science. In mathematics, current evidence shows that standards reached are outstanding. Science results show that the pupils are attaining good levels of skills, knowledge and understanding in the subject and in English, the overall results demonstrate that the pupils are scoring at the national average. Inspection evidence indicates that progress in writing since Key Stage 1 has not been as brisk as the overall progress seen in mathematics and science. The school is now aware of this situation and appropriate strategies have been developed to raise standards.

Personal development and well-being are good with outstanding features. Pupils talk excitedly about the 'great school' they attend. They adopt healthy lifestyles and realise the merits of adopting safe practices both in and outside of school. Attendance is in line with the national average. Behaviour is never less than good. Pupils work extremely well together and play well together. Their enjoyment of learning is outstanding. The school is central to the community and this offers pupils opportunities to give good support to community events as well as charitable organisations. They develop very good skills that contribute well to their next phase of education and to adult life. Spiritual, moral, social and cultural development is good overall, with both moral and social education having strong features. Pupils are very supportive and caring of each other.

Care guidance and support are outstanding. Pupils are very well cared for and they feel secure. The emphasis is on developing pupils as individuals and showing them how to be independent and responsible. Risk assessments, health and safety checks and child protection arrangements are strong features, with all staff members trained in the latter. There are good links and communications with relevant external agencies and the school uses them well. The level of guidance and support offered to pupils in their work is outstanding overall with systems and checks in place to make sure that all pupils are now working to their full potential against challenging targets. Pupils are well aware of their individual targets and they can explain what they have to do to improve their performance. The quality of marking is robust.

Teaching and learning are good throughout the school. There are also some outstanding features, such as the very positive relationships that exist between pupils and teachers, and the level of commitment teachers have to raising attainment for all pupils. They work with

well-designed plans and teach pupils in ways appropriate to their age and phase as well as according to individual needs, including pupils with learning difficulties and gifted and talented pupils. Lessons are planned effectively. Teaching assistants do a good job working as an integral part of the whole team. They give good levels of support to groups and individuals. The quality of monitoring of pupil progress is robust in reading, mathematics and science. It is now being developed further in writing and particularly in Key Stage 2. The provision of homework is a key feature of the teaching and learning and gives parents good opportunities for involvement in their children's learning.

The curriculum is good with some outstanding features. For example, there is a wide range of extra curricular activities that contribute considerably to the pupils' wider skills, knowledge and understanding. Pupils feel that the school prepares them well for secondary education and the inspection agrees with their view. They are very appreciative of the various educational visits and residential trips. Equally, they enjoy the visitors with specialist knowledge who are invited into the school. Information and communication technology is used widely across the curriculum and helps the pupils towards being independent learners. Physical education is timetabled for two sessions a week. In addition, there are numerous sporting clubs, including cross-country, tennis, netball and football. The school is now an active member of a Sports Partnership and promotes physical activity and healthy lifestyles as well as a love of learning. Equality of opportunity is promoted and discrimination is tackled well, so that all learners achieve as high as they can. Effective steps have been taken to improve the school since the previous inspection and the school demonstrates a good capacity to improve. The school provides good value for money.

One parent wrote: 'Stanley Drapkin school is a fantastic school on all levels. Both my children are incredibly happy and highly motivated to learn. They feel part of the community and care for their school and peers. These things are down to the excellent ethos, leadership and teaching in the school.'

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The Foundation Stage is very effective and provides the children with a rich and stimulating environment, both inside and outside the classroom. Children get a really good start to school life because of the high levels of organisation and the good quality of teaching. Children settle quickly and soon learn to work and play together. By the end of the Reception Year, all children are working to their full potential.

The Reception Year manager has very robust systems in place for monitoring individual children and recording their progress and this is used to good effect in getting the best out of them. Two of the many highlights for the children are the outdoor curriculum and the 'Forest School' where they can develop a wide variety of skills and social processes as well as beginning to learn how to apply their knowledge to a variety of situations.

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

- Make sure that progress in writing continues to develop so that attainment in English at the end of Key Stage 2 is at least as good as the attainment levels reached in mathematics and science.
- Make sure that there is rigorous monitoring of writing in Key Stage 2 and that this is further supported by robust intervention strategies.

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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	2
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?	1

<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	2
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

2 November 2007

Dear Children

Inspection of Stanley Drapkin Primary School, Steeple Bumpstead CB9 7ED

I recently visited your school and I was very impressed. The classrooms are really colourful and stimulating. This, along with the work in your books, including your home learning books, told me that you are receiving a good education. Your headteacher, teachers, and teaching assistants are really working hard to help you learn as much as you can. Of course, all this would be in vain if you didn't do your bit but it is easy to see how you take a pride in your school, in the way it looks and in the good quality of your work.

The amount of 'teacher work' that goes on behind the scenes is impressive and they plan your work in great detail. They always try to get the best out of you and the results for this year's tests prove it.

The Foundation Stage is a great place to start off your learning and those of you in Key Stage 1 and Key Stage 2 really develop your knowledge, skills and understanding very well, and in many ways, as you move up from year to year. I spoke with several of you in lessons and you told me that you enjoy the work and that it isn't too easy and it isn't too hard.

The group of Year 6 children I spoke to have been there long enough to know the school well. They speak very positively about their experiences, their learning and their teachers. They think Stanley Drapkin Primary School is a great school and offers many opportunities to develop every child. As well as learning interesting facts in lessons, you also have wonderful opportunities to develop your interests in other ways such as sport and dance and learning other languages. The Year 6 children now feel really well prepared for secondary school.

It sounds as if there is not a lot to improve upon in the school but even very good schools try to do better and yours is no exception. The headteacher, chair of governors and the staff have agreed with me that standards in writing for some of you could be improved further. There are already plans in the pipeline for this and I know you are ready, keen and enthusiastic to make it happen.

Kind regards

George Falconer

Her Majesty's Inspector