

Prospects Learning Services Ltd
132-138 High Street
Bromley
Kent
BR1 1EZ

T 08456 40 40 40
enquiries@ofsted.gov.uk Direct T 020 8313 7760
www.ofsted.gov.uk Direct F 020 8464 3393



13 May 2008

Mrs Caroline Lewis
The Headteacher
Drayton Park School
Bala Way, Drayton Road
Bletchley
Milton Keynes
MK2 3HJ

Dear Mrs Lewis

Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 7th May 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass my thanks on to those who spent time talking to me. In particular I would be grateful if you would let the pupils know that I was very impressed by their enthusiastic attitudes to learning and very good behaviour.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 1st and 2nd October 2007, the school was asked to

- Raise standards and increase pupils' achievement, particularly in English, mathematics and science in Key Stage 2.
- Improve the quality of the teaching to the level of the best by ensuring that expectations are high and pupils are challenged in all lessons.
- Ensure that pupils have a clear understanding of how they should improve.
- Ensure that all subject leaders are more effective in improving teaching, learning and assessment in their subjects.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement.

The school community is resolutely and sharply focussed on the learning and achievement of pupils. Lessons start promptly; teachers share the learning goals of their lessons and explain what the pupils will need to do to demonstrate that they have achieved these goals. Pupils work hard and behave very well. Colourful displays in classrooms reinforce learning by identifying learning targets, tracking the progress pupils make and identify key learning points.

In English, mathematics and science, teachers are using detailed assessment to identify what pupils need to learn next and are planning carefully to ensure that this

is achieved. In both mathematics and English, the school has correctly identified that many pupils have been held back by weak basic skills, for example, because they do not know their tables or because their punctuation is not secure. They are rightly working hard to ensure that the pupils overcome these difficulties. Teachers generally have high expectations of their pupils and lessons are fast moving so that much good learning is taking place. Teaching assistants are used to ensure that groups of pupils within a class are able to work at the level most appropriate for them. The school has very helpful systems in place to track the progress that pupils make. This enables them to identify those pupils who need additional help and support. Whilst not yet consistently good across the school, there is some very good teaching, especially in Years 5 and 6, and the school is making satisfactory progress in this area.

The school has developed a marking policy which, when used well, is extremely helpful to pupils. Most now have a clear understanding of what they need to do to improve their work and are aware of their targets. In some lessons pupils are beginning to identify for themselves the success criteria for different tasks and to assess their own work with benefits to their learning.

The headteacher and deputy headteacher have set high standards for the school. They understand the needs of the school clearly and have been appropriately systematic in introducing improvements. They have been well supported by the governing body and there is now a shared understanding across the school of what needs to be achieved. Work to develop the role of subject leaders in spearheading the teaching, learning and assessment in their subjects has not been a priority and this remains an important area for development.

As a result of the developments outlined above pupils are making much better progress in English, mathematics and science in Key Stage 2. Pupils start school with well below average skills. The introduction of structured teaching of phonics (letters and sounds) has accelerated the progress that they are making in reading, whilst a strong focus on number work and multiplication tables is supporting progress in mathematics throughout the Foundation Stage and Key Stage 1. Across the school there has been a great deal of catching up to do and there is more to be done before the standards reached by pupils will be as they should be.

The local authority is supporting the school well. They have responded appropriately to the school's need to determine the pace and direction of support and as a result where help has been given it has been very effective. The raising achievement project has been integral to the school improvement agenda and as such a powerful agent of change.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

A handwritten signature in black ink, appearing to read "Emma Ing".

Emma Ing,
Her Majesty's Inspector