

# Drayton Community Infant School

## Inspection report

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<b>Unique Reference Number</b>	131278
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	328574
<b>Inspection date</b>	16 October 2008
<b>Reporting inspector</b>	Judith Dawson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	227
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Mary Marriott - Sim
<b>Headteacher</b>	Mrs Karen Whyatt
<b>Date of previous school inspection</b>	3 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Road Drayton Norwich Norfolk NR8 6EP
<b>Telephone number</b>	01603860272
<b>Fax number</b>	01603261904

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the impact of teaching on learning, children's achievement, and leadership and management's vision for future improvement. Evidence was gathered from the school and national assessment data, observations of teaching and learning, a scrutiny of teachers' planning and children's work, discussions with children, staff and governors, school policies and plans for improvement. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This large infant school, west of Norwich, changed from a first school in September 2007. Almost all pupils are White British with a very small number from minority ethnic backgrounds and in the early stages of learning the English language. Fewer pupils than average have learning difficulties and/or disabilities. The school holds the Healthy Schools award and is involved in the Sports Specialist Partnership. It also has strong links with the community 'Unpaid-Work' team, which works with children to improve the school environment, and it is registered as an Eco-School. The deputy headteacher has been appointed as acting headteacher for 2008-09 following the retirement of the previous headteacher. Attainment on entry to the Early Years Foundation Stage (EYFS) is typical for the children's ages.

Governors provide an after school care facility for children aged four to eight. There is an independent Nursery on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The school provides children with an outstanding education, enabling them to maintain excellent achievement. The acting headteacher leads the school very effectively, with the support of the highly effective governing body and the senior management team. There is a process of continuing improvement and new initiatives are rigorously monitored for their impact on children's learning. For example, when the school became an infant school, a mixed aged class, with children from Years 1 and 2 was created. This accelerated children's progress and so leaders accepted this arrangement for the whole school. Children from all classes are, after the first half term, effectively split into ability groups for a short time each day to learn specific skills, so that teaching can be fine-tuned to meet their needs. This has accelerated children's progress in reading and spelling by providing them with the stimulus to learn with others of similar skills.

Children love coming to school and really enjoy learning but, in spite of the school's measures to encourage good attendance, it remains slightly below average. This is because several families take holidays in term time although the school does not authorise this. Children's independence and responsibility is impressive, not just in their many duties around school but also in their excellent attitudes to work. They accept challenges with gusto. In one lesson, for example, they received a letter from an imaginary 'alien' asking them to collect and measure footprints. Children discussed this in their groups and decided how to do it. In another class, children took great delight in 'correcting' their teacher's work and used their personally generated checklists to ensure that they met all the criteria for completing their poems successfully. The school council has important responsibilities, including helping to plan the school's birthday celebrations, and has a significant impact on school life. Each class generates its own rules for working together and respecting each other, so children have a full understanding of their personal responsibilities and their impact on others.

Standards in reading, writing, mathematics and science are significantly above the national average by the end of Year 2. This represents outstanding achievement and shows notably good improvement in mathematics since the time of the previous inspection. Pupils also excel in other subjects due to the excellent high quality teaching and curriculum, enriched by a wide range of additional activities, visits and visitors that develop skills within interesting themes. For example, the theme of space has generated lots of fun as teachers have fired children's imaginations with both fact and fiction. Teaching and learning are outstanding. A significant strength in the teaching is the high quality advice given to children to enable them to take responsibility for their learning. Teachers' marking informs children how well they have done and how they can improve their work. Children respond well and the work of children in Years 1 and 2 has improved in both quantity and quality. Very effective questioning and an expectation that children will engage in high quality discussions with others, generate rapid learning in some lessons. Excellent relationships in all lessons, where everyone is respected and valued, ensures a superb climate for learning and children's behaviour is exemplary. Teachers subtly adapt their lessons to cater for the different age groups and abilities within their classes, matching tasks very well to individual needs, while ensuring that learning is fun for everyone.

This is a very inclusive school where every child is given the best opportunities to succeed both academically and in their personal development. Governors have clear responsibilities for monitoring each aspect of children's learning. The excellent personal, social and health education curriculum ensures children are very sure about how to keep healthy and safe. They know what constitutes a healthy diet and relish their physical activities. The spacious, attractive and

challenging outdoor environment contributes much to children's physical fitness. Children make a significant contribution to the school community and are involved in many local events, including the local woodland project, where they have planted trees. Parents, teachers and children have worked together to design safer routes to school. The school's strong emphasis on community cohesion includes effective links with a school in Africa so that children develop an understanding of how children in other lands live. Children's skills in literacy, numeracy and information and communication technology (ICT) as well as their strong sense of community and citizenship, prepare them for their future learning very effectively. The multi-cultural weeks and the school's work with the 'National Gateway' programme to help families learning English as an additional language, and the very welcoming and informative entrance to the school demonstrate its strong links with the community.

Children are cared for extremely well and all safeguarding procedures are fully in place. Children feel safe and secure in school and in the very attractive and stimulating outdoor environment. Children with learning difficulties and/or disabilities are catered for extremely well, as are the children for whom English is not their first language. Both groups make excellent progress and the school sets, and meets, challenging targets for all children. The after school club provides a wide range of opportunities for the children to develop their skills, both inside and outside, using a wide variety of equipment. Play activities encourage children to co-operate and share. There are good facilities for children to engage in quieter activities such as sharing books.

Leadership and management are outstanding. This is a school that is evolving and building on its strengths. It does not rest on its laurels. Staff and resources are deployed very effectively, contributing to the high quality education and care. Leaders, managers and governors know their school very well, although they have not had time to amend the school's written self-evaluation of its strengths and areas for development to reflect recent changes. They also recognise that the EYFS needs a higher profile. There are effective plans to address both of these areas quickly. The school has excellent capacity to improve further because of the vision and effectiveness of the leadership and management and the high quality teaching.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children in the Reception year have a good start to their education. Teaching and learning are good, enabling them to achieve well. They settle happily and quickly become confident about class routines. Adults are very supportive and encouraging, and this develops children's confidence and independence. Children's welfare is looked after with utmost care and attention. There are good links with local playgroups and parents, who are encouraged to contribute to their child's assessment. For example, at parents' evenings, parents' views about their children's personal development are added to the school's ongoing records. By the end of the Reception year, most children have made good progress and reach standards that are above the level expected for their age. Effective links with their new teachers in Key Stage 1 generate a very smooth transition to the next stage of their education.

Literacy and numeracy skills are taught well. Children are taught letter sounds and names and whole-class sessions engage children, for example, in joining in with counting rhymes and writing numbers. However, adults direct the majority of children's new learning but miss opportunities for children to learn new skills independently through experimentation and personal challenge. Children enjoy selecting their own activities, sharing and engaging well with others. Adults make regular observations of what children do so that they can track progress across the areas of learning. The stimulating outdoor learning environment is used to advantage

and children thoroughly enjoy playing outside. However, meaningful links between children's next steps in learning and the outdoor activities are not planned consistently to enable children to develop their skills. The EYFS is well led and organised, and all adults work effectively as a team, planning and supporting each other. The EYFS leader recognises that the school is still developing the curriculum to fully embrace the spirit of the new EYFS.

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

- Update the schools' written self-evaluation to reflect leaders astute understanding of its strengths and areas for improvement, to aid future planning.
- Provide more opportunities for children in the EYFS to initiate their own learning through activities that are planned to meet their specific learning needs.

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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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

17 October 2008

Dear Children

Inspection of Drayton Community Infant School, Drayton, NR8 6EP

Thank you all very much for making us so welcome when we visited your wonderful school. We were very impressed with the way that you all work so hard and your excellent behaviour. What especially impressed us was the way you carry out your responsibilities in and around the school. Those of you in Years 1 and 2 make great use of the excellent advice your teachers give you, both in lessons and when they mark your work. Your teachers even teach you how to mark your own work so you are very clever at deciding for yourselves how to make your work even better. As a result, you learn very quickly and, by the time you go to the Junior School, your work is much better than that of most children of your age. Well done.

Adults take very good care of you and you all know how to take care of yourselves and each other. We know how much you enjoy school because you and your parents have told us. Your school is a very happy place to be and you have lots of interesting things to learn about. We do hope that you are still keeping up with all the things the aliens are asking you to do! Perhaps you will be able to spot one, one day.

Adults in charge of your school do a splendid job and everyone in school, including you all, help to make Drayton Infant School an outstanding school. But like all excellent leaders, your headteacher and governors know that there are still things to do to make your school even better. We have asked them to make sure that they write down exactly what is good about the school and what needs to be made even better. Although they have very good plans for the future, this is to help them plan what needs doing much more easily. Those of you in Reception have a good start to school; you learn well and have lots of interesting things to do. You are taught well, but we have asked teachers to plan more things for you to do that help you find out things for yourselves. We know how much you enjoy learning new things and discovering things for yourselves.

We hope you enjoyed your school's birthday and wish you all the very best for the future.

Best wishes

Mrs J. Dawson

Lead inspector