

Drayton CofE Junior School

Inspection report

Unique Reference Number	131287
Local Authority	Norfolk
Inspection number	328578
Inspection date	27 November 2008
Reporting inspector	Kenneth Thomas

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	329
Appropriate authority	The governing body
Chair	Mrs Margaret Matthews
Headteacher	Mr Martin White
Date of previous school inspection	6 October 2005
School address	School Road Drayton Norwich Norfolk NR8 6EF
Telephone number	01603 867504
Fax number	01603 261410

Age group	7–11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' progress and the impact of action to raise standards in mathematics at the end of Year 6; the impact of teaching on pupils' progress and the use of assessment for academic guidance; the effectiveness of school leadership and of staff with coordinating responsibilities in raising standards. Evidence was gathered from observations of lessons and pupils' work, parents' questionnaires, discussions with staff, pupils and governors, and extensive school documentation, including its self-evaluation. Other aspects of the school's work were not investigated in detail but the inspector 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 above average-sized junior school serves the communities of Drayton and Thorpe Marriott, close to Norwich. As part of the reorganisation of schools in the Norwich area, the school was reorganised from an 8 to 12 middle school to a 7 to 11 junior school in September 2007. The large majority of pupils are of White British heritage. Four pupils are in the early stages of English language acquisition. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the percentage of pupils eligible for free school meals. The proportion of pupils with a statement of special educational need is above average. Attainment on entry, although covering a reasonably wide range, is above average overall. The school holds Investors in People and Silver Eco-school awards and the Football Association's Charter Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Drayton Junior is a good school with a number of strong features. It provides good value for money. The clear, enthusiastic and ambitious direction the headteacher provides is much appreciated by all concerned with the school. With good support from his deputy headteacher, staff and governors, he has successfully led the school through the change from a middle school to a junior school. Central to the ethos of the school is that there should be a balance between the pursuit of academic achievement and the promotion of pupils' all round personal development. This is valued by parents. One parent echoed the views of many when saying, 'I am extremely happy with my child's progress, not just academically but as a human being as a whole'.

Because the school sets, and usually achieves, challenging targets, pupils make good progress. Standards at the end of Year 6 are well above average and show an overall rising trend since the last inspection. The development of pupils' writing is a real strength in the school and standards in English have risen sharply. In 2007, the national test results in English were high in relation to the national average, while results in science, as in previous years, were well above average. In both subjects, virtually all pupils attained the expected levels and over a half attained higher levels. The results in mathematics have not matched those in English and science. Although the 2008 test results in both English and mathematics dipped in comparison with 2007, the dip was greatest in mathematics. Reliable assessment information shows that the dip in the 2008 results was largely related to the characteristics of the particular Year 6 group. Nevertheless, because of weaknesses in problem solving, raising standards in mathematics is correctly recognised as an improvement priority. The early indications are that the school is on track to achieve the targets set for this year.

Pupils' good progress is based on much good teaching and learning, and a good curriculum. Teachers are enthusiastic, have good subject knowledge and high expectations. Typically, lessons are well planned to provide challenging activities that stimulate pupils' interest and actively engage them in learning. As a result, the pace of lessons is brisk and pupils show clear enjoyment in learning. Their good behaviour in lessons makes a significant contribution to their achievement. Teaching assistants give effective support to pupils who have learning difficulties and/or disabilities as well as pupils in the early stages of English language acquisition, so that all make equally good progress. In many classes the marking of pupils' work provides clear guidance on the standard expected and what they must do in order to improve. However, this good practice is not consistent in all subjects. The curriculum is particularly strong in music and sports, where specialist teaching stimulates pupils, and has a significant impact on standards. Many pupils participate in the school orchestra and choir. These add much to the ethos of the school and all are justifiably proud of the quality of their performances. Some very good quality work is also produced in design and technology, and art. The school recognises the need to make the curriculum even more creative on a day-to-day basis so that pupils are provided with more opportunities to explore and solve problems for themselves. Information and communication technology is used well to enhance learning in other subjects. The curriculum is enriched by an excellent range of extra activities, including sporting fixtures, residential and other educational visits, and numerous clubs.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. They feel safe and are happy and enthusiastic learners. Everyone works together in a caring, nurturing environment where friendship and respect for one another are

the norm. Pupils' enthusiasm for school life is reflected in their good attendance. Within a strongly Christian ethos, the range of different cultures and faiths in the school are celebrated, for everyone is valued. This makes a strong contribution to community cohesion within the school and further afield. Pupils develop a very good awareness of the global community, particularly through their Eco activities. Their own contributions to the school and wider community are excellent. Pupils have a good awareness of healthy living and through the active school council, contribute to school decision making. The many opportunities for pupils to take responsibility, together with good basic skills, prepare them well for their future education.

Good care, support and guidance underpin pupils' personal development. Adults demonstrate strongly caring attitudes and safeguarding procedures meet all requirements. Pupils say that they feel secure in school because adults are always ready to listen and help. Excellent personal support is provided at the time of transition between schools. Arrangements to track pupils' achievement and respond to any potential shortfalls in their progress are being strengthened. Improved arrangements for setting individual targets and tracking pupils' progress have been introduced in mathematics. However, assessment practices are not consistent through the school and procedures for tracking pupils' progress are less effective and not developed to the same extent in other subjects.

The headteacher, deputy headteacher and staff with additional responsibilities provide good management and leadership and work as an effective team. Arrangements to evaluate the quality of provision and to respond to any weaknesses are effective. Governors are very supportive and rightly proud of the school. They are knowledgeable about the work of the school and hold it to account for the good quality of education it provides. The school has developed well since the previous inspection and is well placed to continue to improve in the future.

What the school should do to improve further

- Develop pupils' problem solving skills in mathematics so that standards at the end of Year 6 at least match those in English and science.
- Ensure greater consistency in the academic guidance given to pupils through the tracking of their progress and the marking of their work.

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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?	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 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 eliminated	2
How well does the school contribute to community cohesion?	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

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

28 November 2008

Dear Pupils

Inspection of Drayton CofE Junior School, School Road, Drayton, Norwich, NR8 6EF

Following my visit to inspect your school, I am writing to tell you what I found out. Before I do, I would like to say thank you for making me feel so welcome and making my visit one that I will remember for a long time. I have told your teachers how you were all so helpful and polite whenever I met you. Through my discussions with you, it was good to hear how much you enjoy school and how so many of you are involved in after-school and other extra-curricular activities, particularly in music and sport. I particularly enjoyed listening to your singing in assembly.

I agree with you and your parents that this is a good school and one that is helping you to do well. I particularly liked the way in which you work hard in your lessons and make good progress. You do particularly well in English and science, but not quite so well in mathematics and so to help the school become even better I have asked your headteacher and teachers to help you to improve your mathematical skills. A real help to your teachers is your good behaviour because it allows them to concentrate on helping you to learn. All the staff take good care of you and work hard to keep you safe and healthy. Your teachers also help you by spending a lot of time marking your work. I have asked that when they do this, they give you clear guidance on the standard of your work and what you must do in order to improve. I have also asked that the way in which teachers check your progress towards your individual learning targets is the same in all subjects.

Your headteacher leads the school well and, together with all other staff and governors, is keen to make sure that you make the most of your time at school. Having met you, I know you will all want to continue to play your part in helping the school to be even better. Through your hard work and the care you show each other, together with your willingness to take on responsibility, you all help to make this school such a happy and successful learning community.

With best wishes for your future.

Dr Kenneth C Thomas

Lead inspector