

Draycott Community Primary School

Inspection report

Unique Reference Number	112538
Local Authority	Derbyshire
Inspection number	337957
Inspection dates	16–17 June 2010
Reporting inspector	Alison Cogher

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Mrs Val Clare
Headteacher	Mrs H A Knott
Date of previous school inspection	5 February 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 10 teachers and visited 17 lessons. They talked to pupils, parents and carers and held meetings with staff and governors. They observed the school's work, and looked at school planning documents and policies, local authority reports, pupils' work and progress records, and the information produced for parents and carers. The questionnaire responses of 91 parents and carers were analysed together with those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well leadership and management, and governance, are securing whole school improvement
- whether teaching, and the use made of assessment is securing improved pupil progress and raising standards
- the quality of the provision made for the care, guidance and support of pupils and what impact it has on pupils' behaviour and attendance.

Information about the school

This is an average sized primary school where almost all pupils are of White British heritage. Other minority ethnic groups are represented in the school but the number of pupils in each group is very few, as is the number of pupils for whom English is not their first language. A broadly average proportion of pupils have special educational needs and/or disabilities. Most pupils in this group have either moderate learning difficulties or physical needs. There are more boys than girls in the school and, in some year groups, the proportion of boys is much higher than girls. The school's work has been recognised by its achievement of the Activemark Award and Healthy Schools status.

A breakfast, and after school club operate on the school site. These clubs are not run by the school and are subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Over the last year, improvement has been secured in the accuracy of assessment throughout the school in respect of pupils' attainment and progress. This information is evaluated, although it is not always rigorous enough to clearly identify the impact of actions taken and the next steps for whole-school improvement planning. However, it is clear from the school's monitoring, and inspection findings confirm, that teaching and pupil progress are improving. Pupil progress is currently satisfactory overall as the inadequate progress seen in previous years is being rapidly eradicated as progress accelerates. By the end of Year 6, attainment is broadly average in all key subjects. There remains work to do but the improvement in teaching and pupil progress, together with curriculum and Early Years Foundation Stage improvements, demonstrate the school's satisfactory capacity to improve further.

Strong senior leadership, accurate self-evaluation and effective partnership work with the local authority have supported all staff in making changes to their teaching practice. Assessment information is supporting planning that helps pupils to build on their previous learning. Some inconsistencies remain, but teachers' confidence and skills are growing as they develop new and more effective ways to help pupils learn. The governing body has supported the school well during this period of change. However, it acknowledges that it has not taken enough opportunity to gather first-hand information about the views and ideas of parents, carers and others involved with the school.

The good curriculum ensures effective provision is made for pupils with special educational needs and/or disabilities as well as those who are more able. The care, guidance and support provided for pupils is good and contributes positively to pupils' confidence that they are well looked after in school. Pupils' personal skills are well developed and they are keen to pursue an active lifestyle. Their typically good behaviour contributes to their often good learning in lessons as they tackle tasks with enthusiasm and work together well. Pupils' good spiritual, moral, social and cultural development is reflected in the constructive relationships they develop with each other and adults. Outside agency links are strong and include regular input and support from a pupil counsellor and Family Resource Worker. Pupils value the access they have to support services such as these and benefit much from them.

What does the school need to do to improve further?

- Increase pupils' progress to raise attainment and achievement by:
 - referring to learning objectives more often in lessons and when marking pupils' work, so pupils understand how well they are meeting the objectives set for

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them

- ensuring all pupils understand the key vocabulary being used in lessons
- providing more opportunities for pupils to contribute their own ideas to the planning for their learning.
- Monitoring assessment information rigorously to evaluate its impact on teaching and learning to guide improvement planning.
- Finding better ways for governors to gather the views and ideas of all those involved with the school so the information can be used to inform school improvement planning.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is satisfactory and improving. Pupils make satisfactory progress in Years 1 and 2, and their attainment by the end of Year 2 is average in reading, writing and mathematics. By the end of Year 6, their attainment is average in English, mathematics and science, but assessment shows that pupils have not always made the progress expected. Pupil progress has accelerated this year and they are regaining the lost ground of previous years at a very good pace. Pupils are well supported and increasingly challenged to do their best. They demonstrate positive attitudes to learning and work hard in lessons. Most pupils say they enjoy school and they recognise the improvements that have been secured in, for example, the curriculum. Pupils work together well. They listen to each other and value each other's contributions. This does much for their personal confidence and self-esteem as well as their overall language development. Pupils know how to keep themselves safe and are confident that unacceptable behaviour, including bullying, is dealt with effectively by staff. They adopt healthy lifestyles by eating healthy food and taking part in sport. In recognition of the school's work to support pupils in these areas, the school has achieved the highest level of the Derbyshire Anti-Bullying Certificate, the Activemark Award and Healthy Schools status. Pupils are enthusiastic about taking on roles of responsibility. Their approach is mature and thoughtful and they make a good contribution to the school community through their work as, for example, school councillors or mini leaders. They interact well with the local community by working with a number of community groups including the Erewash Council and local Rotary Club. Pupils are satisfactorily prepared for their future economic well-being because of their sound literacy, numeracy and information and communication technology skills (ICT), supported by their good personal development and average attendance.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is improving at a good rate and the impact of this is being evidenced in improved rates of learning for pupils. However, inconsistencies remain. In most lessons, positive relationships and good management of pupils leads to good learning. Teachers have good subject knowledge and plan work that is increasingly matched to pupils' interests and abilities. The accuracy of this planning is improving as teachers' assessment practice improves. Learning objectives are clearly identified in planning documents but they are not always referred to often enough during lessons to keep pupils' focused on what they are expected to learn. Similarly, the vocabulary needed to take pupils' learning forwards or to enable them to understand the content of a lesson is not always clarified sufficiently well to support pupils in learning. Pupils learn well when teachers encourage them to contribute their own ideas about what they need to find out to take their learning forward, but this is not a consistent feature of teaching across the school. During lessons, teachers often make good use of questioning to gauge pupils' understanding and to take their learning forwards. The marking of pupils' work is generally supportive and provides guidance about what pupils need to work on to improve. However, it is rarely linked to the lesson objective and gives pupils limited information about how well they are doing in relation to the objective. Teaching assistants are generally well deployed and make a good contribution to pupils' learning. The good curriculum is supported well by visitors and a range of trips that serve to enthuse and inspire pupils. Imaginative links are made between subjects without losing the appropriate sharp focus on developing pupils' literacy, numeracy, ICT and personal skills. Opportunities to engage in after-school activities are good and much enjoyed by

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pupils.

Pastoral support in the school is good with all staff strongly committed to ensuring all aspects of care, health and safety, and pupil well-being are addressed comprehensively. Transition arrangements with the secondary schools are good and pupils are confident about the move to the next stage in their education. Appropriate arrangements are in place to support pupils with at times complex special educational needs and/or disabilities. The school has a number of strategies and systems in place to support pupils in dealing with personal issues, including the much appreciated access to a pupil counsellor.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior managers are driving school improvement and are well supported by an enthusiastic staff at all levels. Work to improve pupil progress through improved teaching and learning is succeeding. School assessment data shows accelerating pupil progress and the proportion of good teaching is increasing.

Leaders' monitoring has been regular and focused on ensuring the accuracy of pupil assessment and progress tracking. This is increasing the level of challenge and supporting pupil progress. However, monitoring and evaluation is not sharply focused enough to enable the school to judge specifically the impact of action taken on teaching and learning, and to identify key improvement priorities. The governing body ensures that the school meets legal requirements and their support is valued by the school. A number of governors visit and work in the school regularly but they have few strategies for gathering information from stakeholders about the work of the school. Strong partnerships with, for example, the local authority and outside agencies, together with the productive links established with most parents and carers, do much to support pupils' academic and personal development. Well developed safeguarding procedures and the effective promotion of equality of opportunity contribute to pupils' enjoyment and their feeling safe and well cared for at school. Senior leaders know the local community well and recent developments with schools in Derby and Europe are increasing pupils' understanding of the wider world.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good teamwork, well organised induction procedures and productive relationships with parents and carers ensure that children settle happily into a learning environment where they feel safe and secure. Almost all children start in the Nursery with levels of development below those expected for their age, and often well below in aspects of their language and personal development. Leaders have been successful in securing improvements in the way children are assessed. Good use is made of this information to inform planning so that activities are well matched to children's interests and learning needs. Nursery and Reception class staff have a good understanding of how young children learn and work closely together to plan activities that motivate children and capture their interest. Indoor and outdoor areas are well organised to support all areas of learning. Currently, Reception class children do not have free access to the outdoor area. However, the well managed deployment of staff to escort pupils to and from the area ensures they are able to benefit from the activities provided there. Stories and role play are used particularly well to engage children in active learning that supports their language and personal development, and helps them to develop into confident and independent learners. For example, building on the story of Red Riding Hood, children acted out their own storyline in 'Grandma's Kitchen'. In the outdoor area, ideas about trips to the woods were explored and children developed and sustained their own story about a camping trip using tents, torches, binoculars and other equipment. Good relationships, together with this active approach to learning, ensures children make good progress and most leave the Reception class with levels of attainment that are broadly typical for their age.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who returned the questionnaire are supportive of the school and satisfied with the experiences it provides for their children. They are particularly pleased with the school's provision to keep children safe. A very large majority of parents and carers are pleased with the progress their children make and consider the school keeps them well informed. A number of parents and carers expressed concerns about the way the school tackles behaviour issues. The inspection team findings agree with the very large majority of parents and carers who were confident in the school's procedures to deal effectively with pupils' behaviour. However, inspectors agree with those who expressed the view that more could be done to seek their ideas about school improvement issues.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Draycott Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	54	43	42	1	1	2	2
The school keeps my child safe	63	62	37	36	2	2	0	0
The school informs me about my child's progress	44	43	50	49	7	7	0	0
My child is making enough progress at this school	46	45	48	47	6	6	1	1
The teaching is good at this school	48	47	45	44	7	7	0	0
The school helps me to support my child's learning	45	44	48	47	6	6	2	2
The school helps my child to have a healthy lifestyle	42	41	51	50	9	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	47	47	46	2	2	1	1
The school meets my child's particular needs	43	42	51	50	5	5	1	1
The school deals effectively with unacceptable behaviour	43	42	41	40	13	13	3	3
The school takes account of my suggestions and concerns	38	37	46	45	14	14	3	3
The school is led and managed effectively	48	47	43	42	9	9	2	2
Overall, I am happy with my child's experience at this school	54	53	42	41	2	2	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 June 2010

Dear Pupils

Inspection of Draycott Community Primary School, Derby, DE72 3NH

Thank you for helping us with the inspection of your school. You made us feel most welcome and we really enjoyed visiting your classrooms and seeing you work and play together. The progress you are making is satisfactory but, like a number of other things in your school, it is improving. By the time you leave Year 6, most of you are able to do the things that we expect you to be able to do. There are a number of things that pleased us about your school and these are a few of them:

- you behave well and enjoy each other's company
- adults look after you well and help you to feel safe at school
- you take your responsibilities seriously and contribute well to your community
- your teachers plan interesting lessons for you and check on your progress to make sure you are given work that will help you learn more
- the curriculum is good and helps you to learn in different ways and from others in and out of school
- the school is well led and managed and all the staff are working hard to make it an even better place for you to learn.

These are the things we have asked the school to make better:

- we want your teachers to remind you what the learning objective for your lesson is, and to tell you if you have achieved it at the end of the lesson and when they mark your work
- we want your teachers to make sure you understand the vocabulary being used in your lessons, and to give you more chances to suggest ideas about what you would like to learn
- we have asked your headteacher to make sure your lessons and the information about your progress is checked very closely so that she can see what has worked well and what needs to be done next
- we have asked the governors to find ways of gathering other people's views about your school.

Yours sincerely

Alison Cogher

Lead inspector

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