



Dry Drayton C of E Primary School

Inspection Report

Unique Reference Number 110787
Local Authority CAMBRIDGESHIRE
Inspection number 288773
Inspection date 23 January 2007
Reporting inspector Keith Sadler

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

Type of school	Primary	School address	Park Street
School category	Voluntary controlled		Dry Drayton, Dry Drayton
Age range of pupils	4-11		Cambridge, Cambridgeshire CB23 8DA
Gender of pupils	Mixed	Telephone number	01954780618
Number on roll (school)	36	Fax number	01954780618
Appropriate authority	The governing body	Chair	Mr A Hawkes
		Headteacher	Mrs M A Prosser
Date of previous school inspection	4 February 2003		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a very small primary school. It serves the village of Dry Drayton though about half the pupils come from beyond the school's catchment area. Almost all of the pupils are of White British heritage. There is one pupil who is at an early stage of learning English. Pupils are from a mix of economic backgrounds and the number entitled to free school meals is just below the national average. The proportion with learning difficulties or disabilities is almost double that expected. Attainment on entry varies year-on-year but overall, is similar to expected levels.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Dry Drayton is a good school with outstanding features. It provides good value for money. The leadership and management of the headteacher are excellent and this, linked to high levels of care and support, ensures that pupils achieve well academically and make excellent progress in their personal development. Parents are overwhelmingly supportive of the school. Those that responded are unanimous in saying that their children enjoy school and that their children are safe and well cared for. As one parent stated 'This is a small, friendly and accessible school.'

The school places a particularly high priority on ensuring that the pupils are safe from harm, and that excellent relationships exist between all members of the school community. This supports pupils and helps them to gain confidence and to enjoy school. They appreciate the help that they get. As one pupil stated, 'our teachers are kind and they help us to make learning fun and we are not nervous to ask for help.' The pupils work hard, are keen to learn and their behaviour is exemplary both in lessons and around the school. The highly positive relationships engendered by staff help to ensure that lessons are calm and purposeful. Pupils have a well-developed understanding of what makes a healthy lifestyle and staying safe. They make a strong contribution to their school and wider community. Older pupils are proud of the help that they give to younger ones and they are always keen to check that the school's expectations of behaviour, which were prepared by them, are maintained. Good achievement and high standards in literacy and numeracy, and a good understanding of citizenship, mean that they are well prepared for their future lives.

Children get off to a rapid start when they first join school because the provision is good. As a result most reach the required goals expected of them by the end of Reception and a good proportion exceed them. However, opportunities for the children to enjoy outdoor learning are limited because there is no cover immediately outside the classroom to protect them from the rain or sun. Good teaching in Years 1 to 6 ensures that pupils make good progress and attain above average standards, particularly in English and mathematics. But progress in science, though satisfactory is less strong in pupils' investigative skills because these are not assessed as closely as pupils' progress in other core subjects. This limits the opportunity for teachers to ensure that the work set matches each pupil's learning needs. However in other areas the school's assessment arrangements are very good. Teachers are meticulous in their evaluations of pupils' progress and ensure consistently that their future teaching plans are amended. The pupils that find learning hard thrive and make good progress. This is due to a combination of sensitive and supportive teaching, careful monitoring, and well-prepared individual learning plans.

The exceptional leadership of the headteacher ensures that there is no complacency. She is well supported by other staff and governors and has created a strong sense of teamwork that focuses well on improving the quality of provision. A close check is kept on pupils' learning and also the teachers' planning and how they tackle their subject responsibilities. As a result, the school has an accurate view of what is working well and why and what can be improved. This has led, for example, to the introduction

of specialist teaching in literacy and numeracy. This approach is paying dividends as achievement has been boosted in both these areas. The care and diligence that is shown by all members of staff to make improvements linked to the beneficial impact on pupils' achievements demonstrates the school's good capacity for further improvement.

What the school should do to improve further

- Strengthen the arrangements for tracking pupils' progress in science investigative skills.
- Provide cover and shelter to enable Foundation Stage children to continue with their outdoor learning throughout the year.

Achievement and standards

Grade: 2

There are three children currently in the Foundation Stage and all are making good progress as a result of the good quality teaching and learning that they receive from both the teaching assistant and the class teacher. Similarly, children who entered the Foundation Stage last year made equally good progress in their learning, particularly in the areas of personal, social and emotional development and language, literacy and communication. They settle quickly and well and thoroughly enjoy school. Pupils achieve well in all year groups. The school ensures that pupils' literacy and numeracy skills are developed well and, as a result, standards at the end of the infant class are above average, particularly in writing. Good progress is maintained in the junior class in most subjects. By the time that they leave school, standards are well above the national average. In English, standards are particularly high with all pupils attaining nationally expected levels and a high proportion gaining the higher level. However, standards in science, though satisfactory, are not so high due to the lack of effective tracking of pupils' progress in the subject.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. This has a significant positive impact on their learning, progress and standards. Pupils thoroughly enjoy school; they are highly motivated and have very positive attitudes. From the time that they join the school at four, children learn to work alongside others, to take turns and to listen respectfully. Children thrive in this supportive atmosphere and their excellent progress in their personal development continues throughout the school. By the time that they leave, pupils are thoughtful and reflective - taking care to ensure that the views of others are respected. Their high self-esteem enables them to be both sensitively assertive and confident. This is directly due to the thoughtful and high quality management of pupils' behaviour and the positive relationships that pervade the school. This was evident for example

during an excellent assembly where pupils delighted in sharing their ideas, thoughts and work with others.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is consistently good for all year groups and there are some outstanding features. Relationships are excellent, teachers plan lessons well to ensure that the needs of pupils are generally met well. Specialist teaching in literacy and numeracy in the Key Stage 2 class ensures that the pupils benefit from enthusiastic and highly knowledgeable teachers who are passionate about their subject. This is transmitted to the pupils who enjoy thoroughly these subjects. For example in an outstanding literacy lesson, Year 5 and 6 pupils showed a sophisticated understanding about differences between myths and legends and were able to talk lucidly about key features of the genre. Teachers assess pupils exceptionally well in most subjects. The school has a policy involving the preparation of project books which are handmade by the pupils on a termly basis and which show their achievements and progress. They also serve to celebrate good learning and the pupils are exceptionally proud of them.

Curriculum and other activities

Grade: 2

The curriculum is of good quality and promotes successfully the pupils' all-round development. Staff work hard to plan interesting and exciting activities and there have been significant improvements since the last inspection in the provision of additional activities. The pupils benefit from the good opportunities now provided through the Sports Partnership with a local community college. The school places a very strong emphasis on the arts. The curriculum is strengthened very significantly as a result of the wide range of opportunities for theatre visits, both to perform and be in the audience, and with drama and musician groups that visit the school. The curriculum is further strengthened by the strong global education links. Pupils enjoy, for example, having pen-pals in America and there are links with a school in Ghana.

Care, guidance and support

Grade: 2

The care and support provided for pupils are a significant strength of the school. There are good procedures in place for checking pupils' progress and providing guidance, except for the weakness in science. In most areas they are particularly strong and enable pupils to have a thorough understanding of how well they are doing - particularly in reading, writing and mathematics. Pupils have a clear view of what their targets are and what they need to do to improve. Parents are rightly very positive about the range of information they receive about their children's progress.

A close check is maintained on those who are potentially vulnerable. Procedures for safeguarding pupils are of good quality and all staff and governors receive the necessary clearances.

Leadership and management

Grade: 1

The high quality leadership and management of the headteacher is pivotal to the school's success. She has a particularly demanding role and the school meets the challenge of managing the wide range of required changes within the limitations of having so few staff. Her leadership and management are highly effective. She is very forward looking, has an exceptionally clear vision and is deeply committed to the school's success. She is determined to ensure that the pupils receive all the benefits of being in such a small school. She is keenly aware of the need to keep up-to-date with both best practice and legal requirements. The school is outward looking and maintains good partnerships with local higher education providers and local networks of schools. Self-evaluation is very well founded, thorough and clear. This enables the school to have a strong view of where improvements need to be made. For example, at the previous inspection, there was criticism of aspects of the teaching and learning of technology. This area is now a strength as a result of thoughtful planning and clear action. All the teachers have multiple responsibilities and they carry them out effectively and well. Governors play a positive role. They have a clear understanding of their role in the strategic development of the school and a detailed knowledge of how well the school is doing.

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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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?	2

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 performance is monitored, evaluated and improved to meet challenging targets	1
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

27 January 2007

Dear Pupils

Dry Drayton C of E Primary School, Park Street, Dry Drayton, Cambridge, CB23 8DA

Thank you for your help when I inspected your school. I thoroughly enjoyed my visit because everyone was so welcoming and friendly. I would like to share with you what I thought.

These are the things that I think are best about your school:

- The staff help you to love school.
- You enjoy being with your friends and are very keen to learn.
- Your behaviour is excellent.
- Everyone told us that you have an excellent headteacher. I agree!
- Teaching is good and all the adults take extremely good care of you so that you make good progress and stay safe.
- You make good progress in your learning.

I know that everyone wants to do even better and we have suggested two things that I think will help.

- Your teachers need to make sure that they check your progress in science, particularly when you do investigations.
- Your school needs to provide cover and shelter to enable the youngest children to continue with their outdoor learning throughout the year.

You can help by continuing to work hard! I am confident that you will continue to enjoy your school and I wish you well in the future.

With best wishes

Keith Sadler

Lead Inspector