

Fen Drayton Primary School

Cootes Lane, Fen Drayton, Cambridge, Cambridgeshire CB24 4SL

Inspection dates

4–5 May 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Fen Drayton Primary School continues to provide pupils with a good start to their education, and to prepare them well for their next school.
- Governors are effective. They have a 'can-do' approach. With the headteacher and staff, they share a determination to further improve the quality of education provided for pupils.
- Throughout the school, from their differing starting points, pupils generally make good progress.
- In English lessons, pupils demonstrate good understanding of grammar and punctuation. However, teachers do not make sure pupils use this knowledge in their writing.
- Occasionally, the small proportion of pupils who struggle with mathematics are left uncertain about their learning because they are moved on before they are ready.
- Pupils' behaviour is good. In lessons, they try hard and want to learn because they value their education. They take pride in themselves and their school. They respond positively to the '5 Rs' that permeate every aspect of school life.
- Pupils' personal development is good. Pupils enjoy working together and helping one another.
- Pupils said they feel happy, safe and well cared for in school. The vast majority of parents agree.
- English and mathematics subject leaders regularly check on pupils' learning, and use this information to make improvements. In some other subjects, this is not the case.
- The school is highly valued by the village community. In discussion, parents said they particularly like the 'family-feel' and that the children play and work together so well.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that:
 - the lower-attaining pupils receive a sufficiently thorough grounding in multiplication and division to enable them to use and apply these operations accurately and confidently
 - teachers ensure that pupils use their good grammar and punctuation skills consistently in all writing.
- Ensure that all foundation subject leaders have the information they need to secure high standards and good progress in the subjects for which they are accountable.

Inspection judgements

Effectiveness of leadership and management

Good

- School leaders, staff, governors and parents work closely together to provide pupils with a good-quality education. The local community, and particularly parents, strongly value the village school. One parent said, 'It is my child's second family.'
- Fen Drayton Primary is an inclusive school. Pupils work and play together harmoniously, enjoying opportunities to read or collaborate with other pupils of all ages. The school culture encourages pupils to give of their best, whatever their attributes.
- School leaders accurately analyse the school's strengths and areas for improvement, so they know what works and what needs changing. Staff responding to their survey agreed they have a clear understanding of the goals the school is aiming to achieve.
- Leaders monitor the quality of teaching and learning to ensure that teaching remains good. They appreciate the external validation and advice of the local authority.
- Information about pupils' progress is analysed regularly. Leaders and teachers use this information to identify any pupils not doing as well as expected, and make changes to enable them to catch up. This is generally effective, but lower-attaining pupils in mathematics do not have sufficient grounding in multiplication and division.
- English and mathematics subject leaders check how well pupils are doing in their subjects, and make changes if necessary. For example, the English leader purchased extra reading books aimed at interesting boys, and changed the way writing is taught to engage pupils more. Some foundation subject leaders' roles are more limited and they do not have all the information they need to check pupils' standards in their subjects, and ensure that pupils make good progress in them.
- The management of provision for pupils who have special educational needs and/or disabilities is effective. Leaders assess each pupil's needs accurately. Whether extra staff or a particular piece of equipment is required to aid learning, funding is spent appropriately.
- Additional pupil premium funding is spent effectively, predominantly to provide extra teaching for these pupils. Funding is also used to ensure that these pupils experience opportunities they might otherwise not have had, such as music lessons.
- Both pupils and staff gain from the effective use of the additional funding for primary school sports. Pupils enjoy a wider range of activities, such as curling. Staff learn new skills and techniques. Pupils fully understand the importance of exercise to a healthy life, and participate enthusiastically, whether competing with another school or completing each morning's 'golden mile'.
- Pupils say they enjoy the interesting topics they study. In Year 4, for example, they watched, in awe, examples of 'extreme weather'. Their topic ended with their dramatic re-telling, watched by parents and pupils, of the legend of a Chinese village struggling to cope with a tsunami. Special events promote learning, too. For example, 'World Book Day' was celebrated with a day of 'Journeys and Adventures'. Boys' memories illustrate how enthralled they were with non-fiction recounts of adventurers who had

scary moments. Activities outside lessons further enrich learning and often involve the wider community. For example, senior citizens help with gardening club.

- Leaders are always seeking new ways to enthuse pupils. Recognising a weakness in poetry writing, the subject leader introduced 'Poetry Aloud', an opportunity for all pupils to have fun writing poetry, or learning and re-telling a favourite poem. With an element of healthy competition, this has quickly grown into a very popular annual event, while successfully reminding pupils that poetry can be fun.
- Pupils' spiritual, moral, social and cultural development is good. In regular lessons and special events, they learn about world religions and different cultures. In 'Languages Day', for example, they experience what life may be like in other countries.
- Pupils' understanding of British values is good. One pupil said, 'Democracy is fair because everyone has a say.'
- Fen Drayton Primary works closely with other local schools. Pupils benefit from specialist French teaching provided by the secondary school. Staff benefit by checking and validating their judgements of pupils' progress with other teachers.
- The vast majority of parents are very positive in their support for the school. Nineteen in every 20 parents responding to Ofsted's online survey, Parent View, would recommend the school to another parent. In discussion, parents said they particularly like that the school is small. A typical comment was, 'It's a community school, integral to the village.'

Governance of the school

- Governors know their school and have a thorough grasp of its strengths and areas for improvement. They know and understand its place in village life, and see themselves as custodians of its future.
- The governing body draws effectively on each governor's skills, expertise and experience so that together they are highly efficient.
- Good use is made of the school's information about pupils' progress to gain a clear view of how pupils learn. Governors compare it to that from other sources to check it is consistent, and to question school leaders if it is not.
- Governors' regular visits to the school provide an independent view and greater insight into how the school functions.
- Checks made by governors ensure that additional funding, such as pupil premium, is used effectively to enable these pupils to make accelerated progress.
- The governing body ensures that the school is managed efficiently, and every penny is used to the benefit of pupils. With staff, they appreciate and welcome the contribution made by parents.
- Governors' oversight of the performance of staff, including the headteacher, is rigorous. Independent advice is sought and followed.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders, staff and governors undertake regular training, including aspects of safeguarding and their 'Prevent' duty. This training equips staff with the knowledge they need to detect pupils who are potentially vulnerable. All staff receive appropriate, timely updates.
- Staff said they are confident in raising any concerns they may have with the designated lead for safeguarding. Effective systems record and note any concerns.
- Relationships with outside agencies are good. Appropriate action is taken to address any concerns and seek help for vulnerable pupils and their families.
- Documentation is comprehensive. Checks on the suitability of staff, governors and regular volunteers are thorough.

Quality of teaching, learning and assessment

Good

- The good quality of teaching reported at the previous inspection has been maintained. In their survey, almost all parents agreed teaching is good.
- Relationships between staff and pupils are positive. As a result, lessons typically run smoothly and little learning time is lost.
- Pupils' attitudes to learning are good. In discussion, they said they like hard work, and to be challenged to think.
- Staff generally use assessment of one lesson accurately when planning the next, so work is neither too hard nor too easy. Lessons are well structured, too. In a Year 4 and 5 literacy lesson, for example, every minute was used to extend pupils' knowledge or develop their understanding further.
- Pupils have a good understanding of the progress they make because their teachers give them regular feedback. Pupils appreciate the guidance and respond positively.
- Teachers deploy teaching assistants effectively. Teaching assistants contribute greatly to pupils' learning because they are well-trained, skilled and knowledgeable.
- Staff promote pupils' speaking and listening skills well. Lessons include many activities that give pupils opportunities to discuss, give their views, or explain their thinking.
- Reading is taught well. Pupils learn to read well and practise their phonics skills daily. Staff teach more advanced skills, such as inference, equally effectively. In school and at home, reading is seen as fundamental to achievement in all subjects, and given prominence.
- Writing skills are taught well. Pupils learn to spell effectively. While grammar and punctuation, too, are taught well, teachers do not insist pupils use these skills to the same high standard when writing in other subjects.
- Addition and subtraction are taught well and pupils' understanding is good. Teaching of multiplication and division varies more. Pupils who grasp mathematical concepts quickly continue to do well. However, pupils who struggle do not have sufficient opportunities to practise to improve their understanding. These pupils consequently lack confidence

when trying to apply these operations, for example to solve problems.

- Extra teaching for the disadvantaged pupils is effective because it is carefully tailored to meet each pupil's needs. School checks show that they make accelerated progress and diminish the difference between themselves and other pupils.
- To help pupils improve their understanding, teachers have written a list of the different elements for pupils to include in their work. In discussion with inspectors, pupils said this was a useful checklist when planning and reviewing their work.
- Teachers provide a range of homework activities that build on learning in school, practise key skills, or prepare pupils for future lessons. Pupils, including those lacking confidence, said they enjoy online mathematics homework that they can do at their own pace, choosing those areas they need to go over.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Nearly every parent responding to Parent View agreed their children are happy at school. Pupils responding to their survey were equally positive.
- Pupils' positive attitudes benefit their learning. From a young age, they learn and begin to understand the '5 Rs', such as resilience, that become the foundation of their positive approach to learning. One said, 'If I don't succeed, I keep trying till I do.'
- Pupils understand themselves as learners, and use this to help them choose tasks. One said: 'If I understand what my teacher is saying straight away, I go for the hardest task. If I'm not sure, I'll go for an easier start... you can always change later.'
- Pupils enjoy responsibility, and accept any and every opportunity willingly. Whether helping to shape their school through the school council, or helping another pupil to read, they are keen to play a part in the life of the school.
- Pupils said they very much feel part of one big family. When asked what they like most about school, one typical comment was, 'The children here are very friendly.'
- Pupils' school day starts well. Many enjoy running and walking around the field to start their day. Others participate in activities designed to aid movement and balance, or provide tactile experiences. As a result, the day's lessons get off to a good start.
- Pupils' generosity to those less fortunate than themselves is strong. They choose the charities they will support, and how they will raise money for them.
- Pupils are quick to show empathy. For example, their participation in 'Paralympics' events, such as blindfold football, gave them some insight into life with a disability.
- Pupils said bullying very rarely happens. They know friends sometimes fall out, and this is not bullying. One Year 2 pupil said, 'Bullying is doing mean things over and over again.' Every pupil asked agreed there is an adult at school they can talk to if something is worrying them. Equally, nearly every parent expressing a view in Parent View felt the school deals effectively with bullying.
- Pupils' understanding of how to stay safe when using the internet is very good, and

much improved since the school was previously inspected. Pupils know, for example, to keep their personal information safe. One Year 2 pupil said, 'You mustn't be mean online' and another, 'Tell someone if what you see gives you butterflies in your tummy.'

Behaviour

- The behaviour of pupils is good. The vast majority of parents responding to Parent View felt the school makes sure its pupils are well behaved. The overwhelming majority of pupils responding to their survey agreed their teachers encourage them to be friendly towards other pupils.
- Pupils know the rules and usually stick to them. In lessons, pupils want to learn and contribute to the positive atmosphere. Staff rarely need to correct behaviour.
- Responses on Parent View overwhelmingly agreed that children feel safe in school. In discussion, pupils also said they feel safe.
- Attendance is broadly in line with the national average. Before-school activities such as the 'golden mile' encourage pupils to be on time. School procedures are clear. The school does much to encourage good attendance.

Outcomes for pupils

Good

- From their differing starting points, the progress of pupils currently in the school is good overall. The school's checks on progress, and the quality of work in pupils' books, show that at least three quarters of pupils in each year group make good or better progress in reading, writing and mathematics.
- Each year group can make similarly good progress, but vary greatly in attainment because their starting points can be very different. Year groups are relatively small, too, so care must be taken when interpreting information about pupils' outcomes.
- School data and pupils' books show about four in every five current Year 6 pupils are likely to reach the expected standards in reading, writing and mathematics. In reading, this would be an improvement on the 2016 results, when a smaller proportion of boys reached the expected standard. Much has been done to improve pupils' progress. For example, books have been purchased to interest boys in particular. Pupils are now taught to analyse texts more and to explain their viewpoints.
- Over time, the proportion of Year 1 pupils succeeding in the phonics screening check is improving. In 2016, it was above the national average. Current pupils do equally well.
- Disadvantaged pupils generally make accelerated progress. Additional funding is largely spent on good-quality teaching. This provides the help they need to correct misconceptions. Success during intervention sessions builds their confidence, which then has a positive impact on their learning back in their classroom.
- Pupils who have special educational needs and/or disabilities make good progress from their differing starting points. Extra help is useful, sometimes to prepare for a future lesson, at other times to go over gaps in their learning. Pupils regularly come off the register of support, which is testament to the school's success.
- The most able pupils, including the most able disadvantaged pupils, make good

progress. The proportion of pupils in this group is larger than the national average.

- Specialist teaching enables pupils to learn French well. Computing is much improved since the previous inspection. Hardware and software are fit for purpose, and the full range of curriculum content is presented in interesting and imaginative ways. For example, Year 2 and 3 pupils used a search programme to locate and explore in 'real-time' the village they studied. Pupils' scientific understanding is good. They carry out a good number and variety of investigations, and draw conclusions from their results. Pupils do well in physical education, too.

Early years provision

Good

- Children join early years with a wide range of starting points. While most are similar to, or better than, those typical for children of their age, a few are lower. Children thrive and do well. The proportion reaching a good level of development in 2016 was above the national average. This year, children are likely to make similar progress, but some from lower starting points.
- Early years children benefit from learning alongside their Year 1 peers. When they first start, for example, they quickly learn to follow the work ethic of their older classmates.
- Children concentrate well. They persevere, even when tasks are challenging, and sustain effort and interest until they generally succeed.
- Staff take every opportunity to develop children's understanding of key skills such as phonics. Writing and number are equally high priorities.
- The curriculum enthralls children. No two days are the same; children look forward to arriving and seeing what each new day has to offer. Many activities are carefully planned to incorporate children's particular interests. In this way, children are drawn into learning. Inside and out, children's imagination is stimulated by the wide range of equipment they are able to choose from.
- Children greet special events with particular excitement. On 'Languages Day', for example, staff converted the setting into a French scene. Children arrived to receive their passports and boarding cards to be whisked off to France for a day immersed in every aspect of French life. They had fun and memorable learning experiences.
- Staff work as an effective team. They know when to step back and let children try to figure an activity out for themselves, and when to step in and offer support and encouragement. For their part, children respond positively to staff.
- Early years is well led and managed. Staff know and understand their roles and responsibilities, and the systems and procedures they are to use, including those for safeguarding and welfare requirements. Each morning, a thorough check is made of the outside area to see that it is safe for children.
- Parents' involvement in their children's learning is good. Parents say the arrangements when their children start school are good. Parents appreciate the guidance they are given, and the opportunity to contribute to their children's learning journals.

School details

Unique reference number	110606
Local authority	Cambridgeshire
Inspection number	10031511

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Sarah Oakley-Mudge
Headteacher	Claire Turner
Telephone number	01954 273346
Website	www.fendraytonprimary.co.uk
Email address	office@fendrayton.cambs.sch.uk
Date of previous inspection	21–22 February 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than an average-sized primary school.
- There are two year groups in every class except Year 6. Reception and Year 1, Year 2 and 3, and Year 4 and 5 are together.
- About nine in every 10 pupils are from White British backgrounds.
- The proportion of pupils who speak English as an additional language is low.
- The proportion of pupils supported by pupil premium funding is below average.
- The overall proportion of pupils who receive support for their special educational needs and/or disabilities is broadly average.

- In 2016, the school met the government's floor standards, which are the minimum expectations of pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspector visited all classrooms. Some visits were conducted jointly with the headteacher. In addition, the inspector observed small groups of pupils being taught.
- The inspector looked at work in pupils' books and listened to pupils read.
- The inspector observed pupils in other activities and as they moved around the school and site.
- The inspector held meetings with the headteacher, other leaders, teachers, other staff and governors. The inspector also spoke with a representative of the local authority.
- The inspector met with pupils to discuss their experiences at school.
- The views of 42 parents who responded to the online questionnaire, Parent View, were taken into account. The inspector also held informal discussions with parents. The inspector considered the views of 12 members of staff and 72 pupils who completed paper copies of their surveys.
- The inspector looked at a range of school documents and information. These included the school's development plan, checks on the quality of teaching, curriculum plans, minutes of meetings of the governing body and pupils' behaviour and attendance records. The inspector also looked at arrangements for safeguarding procedures, including relevant records.

Inspection team

Robert Greatrex, lead inspector

Ofsted Inspector

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