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Mr Michael Olley  
Headteacher  
Old Kent Road  
Paddock Wood  
Tonbridge  
Kent  
TN12 6JE

Dear Mr Olley

**Ofsted monitoring of Grade 3 schools: monitoring inspection of Paddock Wood Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 1 April 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. In particular, I would like to thank the members of the governing body and parents for coming into school to meet with me.

Since the previous inspection there have been no significant changes in the school.

As a result of the inspection on 2 and 3 July 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Pupils' achievement is satisfactory. Pupils make satisfactory progress in their learning from average starting points and current work indicates they reach broadly average attainment in Year 6. Progress in the Early Years Foundation Stage is good and this continues to provide a strong foundation for further learning supported by outstanding behaviour. Pupils' writing improved significantly in the 2010 national tests as the result of sustained effort and focus on writing throughout the school. The quality of writing displayed around the school is testimony to the efforts and progress that the teachers have made in this area of the curriculum. School assessment information and evidence from the visit indicate that pupils in Year 2 are on track to reach average attainment in all subjects by the end of the year.

Assessment information provided by the school indicates that Year 6 pupils are on target to reach average attainment in reading and writing in their national tests this year, with the number of pupils achieving the higher levels improving. Writing in other areas of the curriculum is improving and this is particularly evident in the better use of scientific language. In mathematics pupils are on track to achieve average attainment by the time they leave in July. This will be an improvement from 2010 tests when results dropped. This is the result of a much tighter and sustained focus on building upon pupils' previous knowledge and skills.

In lessons, pupils behave well and this is having a positive effect on their readiness and ability to learn. In writing in particular, improvements have been made as a result of a greater focus on writing tasks. Pupils enjoy the different types of writing they are asked to do and particularly enjoy the way their writing is displayed. Extra help for those pupils who are falling behind with their writing is ensuring that the needs of all pupils are being met more effectively. As a result, the school is well placed to improve attainment in writing further and in so doing enable pupils to make better progress.

In the best lessons, the pace, challenge and engagement of the pupils are good. Teachers effectively plan for the different ability groups and all pupils make good progress with their learning. However, this is inconsistent throughout the school. The senior managers use regular coaching sessions as a way of improving how teachers and support staff can better engage with the pupils to help them become more active learners. There is a structured programme in place and teachers are responding positively. Analysis of these coaching sessions shows that the teaching is improving, but as yet, consistency in the approach to fostering pupils' learning is still developing. The headteacher and the 'leader of learning' understand the need to maintain this focus so that the attainment of all pupils will further improve. Observations undertaken as part of the visit confirm the accuracy of the school's view of the satisfactory quality of teaching.

The school has improved the structure and breadth of monitoring undertaken by senior leaders since the previous inspection. There is a developing programme of lesson observations, with regular monitoring of planning and work scrutiny. Teachers are now more accountable for pupils' progress and better tracking is now in place to monitor their progress more effectively. These systems have not yet had enough time to deliver the impact and improvements in progress that the school has itself identified as a key area for development. Pupils' understanding of how to improve their work is getting better and this is reflected by teachers' marking, which is more focused on helping pupils understand what they need to do next to improve their work.

Parents and carers confirmed the emphasis that now exists on the importance of pupils making progress and this has been especially successful in writing. Parents and carers feel that the school is helping them to support their children's learning and talk openly about the current emphasis on mathematics. The school very much

believes that working with parents and carers, with a focus on learning, can further improve the outcomes for the pupils and is taking the necessary steps to do so.

Staff, at all levels, are taking on board the challenges provided by the previous inspection. The school has worked well in partnership with the local authority, especially in the area of monitoring and extending the roles of senior leaders. The school has made satisfactory progress in developing its capacity to improve. It has a clearer understanding of the key areas for improvement, enabling the outcomes for pupils to continue to improve.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Bill James  
**Additional Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in July 2009**

- Ensure that pupils are given sufficient opportunity to consolidate and develop their writing skills across subjects and focus particularly on the use of subject-specific vocabulary in science to raise standards.
  
- Ensure that teaching engages and challenges pupils at all times in lessons.
  
- Strengthen the monitoring roles of the leadership team.