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Mr G Sexton
Paddocks Primary School
Rochfort Avenue
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Dear Mr Sexton

Ofsted monitoring of Grade 3 schools: monitoring inspection of Paddocks Primary School

Thank you for the help which you and your staff gave when I inspected your school on 10 May 2011, for the time you gave to our discussions and for the information which you provided before and during the inspection. Please pass on my thanks to those governors I met and to those pupils and members of staff to whom I spoke. I particularly enjoyed being in the whole school assembly, and hearing pupils' mature reflections on the theme of doing your best and valuing achievement.

Since the school was last inspected, the deputy headteacher has resigned and retires at the end of the summer term 2011. Interviews for the post are to be held shortly. Following local authority reorganisation, the school will operate with a Year 5 from September 2011 and a Year 6 from September 2012. In order to accommodate the additional pupils, there are significant building works underway which will provide two additional classrooms and enhancements to other parts of the school. The school has already appointed two new members of staff for September.

As a result of the inspection on 4 March 2010, 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.

The attainment of pupils in Years 1 and 2 has risen and is above average. Pupils do best in writing and mathematics. The quality of teaching and learning in Key Stage 2 is improving. All teaching is at least satisfactory and an increasing proportion is good. Attainment in Years 3 and 4 is rising and the progress pupils make is beginning to accelerate. In Year 4, all pupils are currently on track to achieve their challenging targets in mathematics and most are on track in reading and writing.



Pupils are eager learners. They usually work with sustained concentration and say they enjoy their work. In one lesson, the teacher made very good links across different subjects. As pupils 'navigated themselves around Europe', they utilised their skills in information and communication technology, modern foreign languages (French), geography and mathematics. In their group tasks, they also demonstrated good levels of collaborative working, which is a key skill for later life. In another lesson, the teacher supported and encouraged pupils well so that they felt confident and eager to answer questions. They listened carefully and settled quickly to their writing. Teachers are now using assessment information more effectively to plan lessons. Planning is often detailed and resources are well organised. Pupils are confident and enjoy discussing their work with adults and their peers. However, opportunities to participate fully in lessons through discussion are not always exploited, so that some pupils lose interest and their concentration flags. The quality of marking is variable. The best not only offers encouragement but shows pupils how well they are doing and how to improve. Less effective marking praises but does not show pupils what they need to do better. Not all pupils know what their targets for improvement are. Recent changes to the curriculum have resulted in more cross-curriculum working and a greater focus on enabling pupils to apply their core skills in a range of subjects. Trials of a new curriculum in Year 3 are going well. This topic based approach will be introduced in Years 4 and 5 in the autumn term.

The school building is currently undergoing extensive renovation and rebuilding so that space is at a premium. The school has done well to minimise the impact of this on learning and has managed to maintain its focus on raising attainment and improving teaching and learning.

The headteacher and governing body have a clear focus on improving outcomes for pupils and are well placed to ensure the current rate of improvement is sustained. The headteacher has an accurate picture of the quality of teaching and learning across the school and is ambitious for it to continue to improve. While there is now a more equitable distribution of responsibility, the senior leadership team is not fully effective in its monitoring of teaching and learning.

The governing body knows the school well and is more effective in holding the school to account for the progress it makes. It is clear about the improvements that the school has made and what remains to be done. The school improvement plan is closely linked to improving those areas identified as priorities in the school's last inspection. It rightly identifies the need to improve the quality of teaching and learning but does not link these improvements in provision to their impact on pupils' achievement. Subject action plans for writing and mathematics set a target of good progress for all pupils but do not explain how this will have an impact on attainment. The school meticulously records and analyses data on the progress of individual pupils. This information is now being used to inform regular pupil progress meetings where the achievement of individual pupils is discussed, underachievement identified and targets agreed. While this initiative has considerable promise, it is too early to see its impact on pupils' progress. Safeguarding arrangements comply fully with

statutory requirements. The single central register is clear and staff training is up-to-date.

The School Improvement Partner and local authority have provided effective support for improving teaching and learning and a detailed analysis of current provision and outcomes.

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

Robert Lovett
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010.

- Improve the quality of teaching and learning in Key Stage 2 by:
 - ensuring all pupils make good progress in writing and mathematics
 - using assessment effectively to plan work that challenges pupils
 - making the curriculum more creative and relevant
 - improving the learning environment and making best use of available space.
- Improve the effectiveness of leadership and management by:
 - ensuring all leaders and managers take a full monitoring role
 - adopting a consistent approach to target setting
 - increasing the effectiveness of the governing body in holding the school to account.