

Paddock Junior Infant and Nursery School

Heaton Road, Paddock, Huddersfield, West Yorkshire, HD1 4JJ

Inspection dates 28–29 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is an exceptionally harmonious community where all pupils are respected and valued. They develop independence and confidence, which equip them well for the future.
- The headteacher, who is supported well by the deputy headteacher, provides strong leadership. They are highly ambitious for the school. They have developed leadership skills among staff and enthused staff at all levels. Actions taken have led to rapid and ongoing improvements to teaching and achievement since the previous inspection.
- Teachers have good relationships with pupils. They plan work that interests pupils, expect them to work hard and check carefully that they understand what they are learning.
- Teaching assistants play a valuable role in supporting pupils' learning, so that all pupils make equally good progress.
- Pupils' behaviour is outstanding. They have positive attitudes to learning and get on well together.
- Pupils feel extremely safe and secure in school. They are looked after very well.
- Children get off to a good start in the early years. Well-planned and exciting activities successfully develop the language and social skills which form the basis for children's future learning.
- Pupils' progress across Key Stages 1 and 2 has improved significantly since the previous inspection and is now good. Standards are rising steadily. The proportion of pupils reaching the expected standards in reading, writing and mathematics improved to broadly average in 2014.
- Governors involve themselves in the life of the school and therefore know it well. Their ongoing support and challenge to senior leaders have helped to drive improvements. The school is well placed to improve further.

It is not yet an outstanding school because

- Pupils do not do as well in mathematics as they do in reading and writing and fewer of them reach standards above those expected for their age in the subject.
- Pupils do not have enough opportunities to use their mathematical skills to carry out investigations and solve problems.
- Written comments in marking do not consistently help pupils of all ages to make their work better.
- The teachers' expectations which pupils use to assess their own work are not always precise enough.

Information about this inspection

- The inspectors observed teaching in all classes. They observed the teaching of reading skills and listened to pupils reading. They also observed teaching in small support groups. They looked at examples of pupils' work to gain a view of teaching over time.
- The inspectors held meetings with pupils, staff, members of the governing body and a representative from the local authority.
- They took account of the 12 responses to the Ofsted online questionnaire (Parent View), one phone call from a parent, the school's own surveys of parents' and pupils' views, and 45 questionnaires returned by staff.
- The inspectors looked at a range of documents, including the school's most recent data on pupils' attainment and progress across the school, the school's own view of its effectiveness and its plans for improvement and information relating to checks on the quality of teaching.
- In addition, inspectors looked at arrangements for safeguarding pupils and at records relating to behaviour and attendance.

Inspection team

Christine Potter, Lead inspector

Additional Inspector

Peter Jones

Additional Inspector

Edward Price

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Almost two-thirds of all pupils speak English as an additional language, which is well above average. Pupils speak a total of 26 different languages.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils, eligible for support through the pupil premium, is above average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The two Reception classes provide full-time early years provision. The Nursery class offers part-time nursery provision. Indoor and outdoor facilities in the early years unit are shared with the on-site Children's Centre day care provision. This is managed separately by the governing body and is subject to a separate inspection. The report is available on the Ofsted website.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides breakfast- and after-school clubs.
- The school is part of the Heritage Primary Cluster, a partnership between seven local primary schools.
- The school has received support to improve early years provision from a National Leader of Education at Honley Infant and Nursery School.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise achievement further, particularly in mathematics, by:
 - making sure that when teachers mark pupils' work, their written comments always help pupils of all ages to make their work better
 - ensuring that the teachers' expectations which pupils use to assess their own work are always matched precisely to what pupils of different abilities need to achieve
 - providing all pupils, and in particular the most able, with more opportunities to use their mathematical skills to carry out investigations and solve problems.

Inspection judgements

The leadership and management are good

- The headteacher provides strong and determined leadership. He is supported extremely well by the deputy headteacher. They responded quickly after the previous inspection and took prompt and effective action, which has rapidly improved both teaching and achievement. This has included developing the skills of key stage and subject leaders, who now make a valuable contribution to raising standards.
- Leaders at all levels know the school well and are continuing to take the necessary action to sustain improvements made so far and address those areas which still need further improvement. The school has been keen to accept outside support. The local authority has made a strong contribution to the rapid improvements. It is continuing to provide the support that is needed, particularly to raise standards in mathematics further.
- Far more rigorous systems are now in place to check on and improve the quality of teaching. Staff are well aware of what leaders are looking for and are given detailed feedback on their performance. Leaders set them challenging performance management targets. All staff receive high quality support and training to improve their skills. There is now a culture within school where staff reflect on the impact of their teaching on pupils' achievement. They are keen to improve what they do because they are committed to doing the best for the pupils in their care.
- There are good procedures in place for tracking individual pupils' progress across all key stages. Regular meetings between staff, middle and senior leaders ensure that any pupils who are not doing as well as they should or who have additional emotional needs are identified at an early stage and given the support they need. Their progress is followed closely to make sure that the support given is effective.
- Leaders make sure that the pupil premium funding is spent on supporting eligible pupils so that they make progress similar to that of other pupils. They also make sure that all pupils are able to join in all aspects of school life, such as school visits. Pupils speak a wide range of languages when they join the school, but the good support that they receive means that they all do just as well. This demonstrates the school's commitment to equality of opportunity.
- Good relations and mutual respect between all pupils, whatever their background or needs, are fostered well. Pupils say that there is absolutely no racism within the school, because they are taught to 'look at what's on the inside, not the outside'. Pupils are aware that any form of discrimination or name-calling is hurtful and is not tolerated. The school therefore prepares pupils well for life in modern Britain.
- The curriculum focuses appropriately on developing pupils' basic skills in numeracy and literacy. There are many opportunities for pupils to apply their skills in reading and writing in other subject areas. The school recognises the need to increase opportunities for pupils to use their skills in mathematics to carry out investigations and solve problems, including in real-life contexts. The curriculum provides an exciting range of activities which enrich pupils' experiences. Well-attended after-school clubs cater for a range of interests as diverse as ballroom dancing and orienteering. Pupils enjoy visits to the Houses of Parliament and local museums. They regularly celebrate different religious festivals. The school therefore promotes pupils' spiritual, moral, social and cultural development exceptionally well.
- The school makes good use of the primary school sport funding. Staff have regular opportunities to work alongside experienced and qualified sports coaches. These opportunities are closely matched to aspects where staff feel they need to develop their skills and confidence in teaching physical education. Pupils are now able to take part in a wider range of sports, such as archery and basketball.
- **The governance of the school:**
 - Governors offer strong support for the school, but also ask challenging questions. They have been just as determined as school leaders to make the necessary and rapid improvements since the previous inspection. They make sure that they are kept well informed about the school and often attend training alongside staff. Individual governors are assigned to check on particular aspects of the school's work. Governors have attended school council meetings because they are anxious to find out what pupils think about the school.
 - Governors have a good understanding of the school's performance data. They are keeping a close watch to ensure that standards, particularly for the most-able pupils in mathematics, continue to rise. They are kept well informed about the quality of teaching. They make sure that any decisions relating to teachers' pay increases are based firmly on them having achieved their performance management targets and making a sufficiently strong contribution to school improvement.
 - Governors ensure that safeguarding requirements are fully met. The high priority that governors place on keeping pupils safe and looking after them well is reflected in the outstanding behaviour and safety of pupils.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils say how much they enjoy school because it is 'like a big family' where 'you can make friends easily' and where new arrivals are always made to feel welcome. They get on well together and say themselves that behaviour is 'fantastic.' Pupils behave well at all times of the school day, moving around the school carefully and calmly, using staircases sensibly and showing consideration for each other and for adults. They are clearly very proud of their school.
- Pupils have exceptionally positive attitudes to learning. They set themselves high standards and work hard to achieve these. They understand the importance of working together as a team. They say how much they enjoy sharing ideas and supporting each other in topic work. They are sensitive to each other's feelings and know how important it is that 'everyone's ideas are included.'
- Pupils have many opportunities to take responsibility in school. Older pupils prepare and serve bagels at the breakfast club and help younger pupils clear away their plates at lunchtimes. Some of them organise and run clubs such as football and beatbox. Pupils taking part know that they need to respect these club leaders, 'just like we respect teachers.'
- Pupils know that their views really matter. The school council meets regularly and pupils are keen to suggest ways to improve the school, such as redecorating the boys' toilets, an idea which has gained the governors' approval. Pupils plan activities to raise money for charity and show a keen awareness of their responsibility to others who are very ill or who do not have as much as they do.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say that they feel extremely safe in school. Almost all parents who responded to the school and online questionnaires agree that their children are happy, feel safe and that the school looks after their children very well.
- Pupils have absolute confidence in the staff and know that they can talk to them at any time if they are worried or upset. There are special programmes in place which very successfully help pupils who are struggling with their emotions to talk about their feelings and learn how to deal with them in a positive way.
- Pupils are taught to keep themselves safe in a wide range of situations, through lessons and assemblies. They have a very good awareness of how to stay safe when using the internet or mobile phones.
- Pupils say that there is absolutely no bullying in school, and the school's own records confirm this. Pupils have a very clear understanding about different types of bullying and know exactly what to do should it occur.
- The vast majority of pupils attend school regularly and on time. The school works extremely well to make parents aware of the importance of good attendance and promptly addresses any issues relating to pupils' absence. Pupils thoroughly enjoy coming to the well-attended breakfast club, where they can chat to and play with their friends before school in a warm and welcoming environment.

The quality of teaching is good

- Work in pupils' books, the school's assessment information and records of checks carried out on teaching, all indicate that the quality of teaching over time has improved and is now good.
- Expectations of what pupils can achieve in their work are high. Pupils observe the 'non-negotiables' which set high standards for the presentation and organisation of their work. They work hard and are keen to do well, because of the praise and encouragement that they receive.
- There is a strong emphasis on making sure that work is planned so that pupils understand its relevance. Pupils learn how important literacy and mathematics are for their future lives, such as when they may be shopping, baking or paying bills. However, opportunities are still missed for pupils to apply their mathematical skills and understanding to investigations and solving problems.
- Activities are chosen which quickly gain pupils' interest and fire their imagination. Pupils in Year 5 were learning about different kinds of angles through doing arm actions and cutting up pizzas, while those in Year 6 were putting decimals in order in the context of money. Pupils in Year 1 watched anxiously as the friendly giant's golden egg dropped and was broken. They then discussed what they had already learnt about the properties of different materials in order to find a way to protect his eggs in the future.

- Reading and writing are taught well throughout the school and pupils' achievement in writing, in particular, has improved rapidly. Pupils read texts written in a range of different styles and by different authors. They think and talk about what they read in carefully planned guided reading sessions. They are encouraged successfully to use what they read to improve their own writing skills.
- Planning is thorough and work is usually well matched to what pupils already know and can do. Clear explanations mean that pupils know what they are expected to learn. There has been a strong focus on improving classroom environments in order to help pupils to learn. Good use is now made of 'working walls' which pupils can refer to as they work. Resources are prepared well so that pupils learn independent study skills from an early stage.
- Pupils are encouraged to reflect on their own and others' learning. For example, pupils in a mixed Years 3 and 4 class were analysing and suggesting improvements to each other's descriptive writing. However, the teachers' expectations which pupils use individually to assess their own work are sometimes too general. They are not always matched precisely enough to what pupils of different abilities need to achieve.
- Pupils' understanding of what they are doing is checked on carefully and any misconceptions are quickly corrected. Teachers mark pupils' work regularly and provide a lot of information to pupils on what they have done well. However, their written comments do not always help pupils of different ages make their work better. The advice teachers give is sometimes too broad or is written in language that younger pupils have difficulty in understanding.
- Teaching assistants work closely with teachers and provide a wide range of valuable support for pupils of different abilities. They show a good understanding of pupils' needs and help to plan activities which enable them to make good progress in specific aspects of their learning.

The achievement of pupils

is good

- There have been rapid and significant improvements to pupils' achievement since the previous inspection. The school's recent data show that pupils now make good progress in all year groups across the school, from their different starting points. Standards at the end of both Key Stages 1 and 2 improved in 2014. A broadly average proportion of pupils in Year 6 reached the level expected for their age in reading, writing and mathematics. Evidence from pupils' work and the school's autumn term data indicate that this improving trend is set to continue.
- Progress in writing has accelerated particularly quickly over the past two years. 'Grammar starters' successfully reinforce specific aspects of pupils' writing. Pupils are expected at all times to use accurate spelling and punctuation. The use of writing for different purposes and in different styles is promoted well in other subjects.
- Pupils develop a love of reading from an early stage. Older pupils were keen to talk about the different books that they read for enjoyment while pupils in Year 2 were able to say exactly what they had found out from the books they had been reading. Pupils also recognise reading as a key life skill that they need, for example when using the internet. Phonics (letters and the sounds they make) are taught systematically and well. The proportion of pupils reaching the expected standard in the Year 1 phonic screening check was above average in both 2013 and 2014.
- Pupils across the school do not make such good progress in mathematics as they do in reading and writing. Most of them make expected progress, but a smaller proportion than nationally makes progress which is better than this. Pupils' understanding of number and their skills in calculation have improved, but pupils still lack confidence when applying these skills to investigations or when solving problems. Teachers are currently receiving training and support to develop this aspect of their teaching. This is already starting to be reflected in pupils' work.
- The most-able pupils are challenged effectively so that they make good progress, particularly in reading and writing. The proportion reaching levels above those expected for their age in these subjects at the end of Key Stage 2 improved significantly and was broadly average in 2014. However, they do not make such good progress in mathematics and fewer of them reached the higher levels in this subject.
- There are no significant differences between the achievement of pupils from different groups, because they all receive support appropriate to their needs. This includes those from different minority ethnic groups and those who speak English as an additional language.
- Disabled pupils and those with special educational needs mostly make the same good progress as other pupils, from widely differing starting points. This is because staff know individual pupils well and quickly provide extra support where needed.
- The school's published data for 2014 show that disadvantaged pupils made progress across Key Stage 2 which was lower than that of other pupils in the school in reading and writing, but better than other pupils

in mathematics. Their progress was lower than that of other pupils nationally in reading, writing and mathematics. Disadvantaged pupils who left the school in Year 6 were approximately half a term ahead of other pupils in the school in mathematics, and two terms behind in reading and writing. Compared to non-disadvantaged pupils nationally, they were two terms behind in mathematics and writing and three terms behind in reading. The progress of disadvantaged pupils in the school is tracked particularly closely and the school's data show that, across the school, disadvantaged pupils make progress which is similar to that of other pupils. Gaps between their attainment and that of non-disadvantaged pupils are therefore continuing to close.

The early years provision

is good

- Achievement in the early years has improved rapidly since the previous inspection. The large majority of children enter the Nursery class with skills and understanding which are below those which are typically expected for their age. Over half of them speak little or no English. Most children, whatever their starting points, go on to make good progress throughout the early years. They are looked after very well and the teaching is good. There is a particularly effective focus on developing children's skills in language, their social skills, and broadening their understanding of the world. The proportion who reaches a good level of development at the end of the Reception class has increased and is now close to average. Children are well prepared for their future learning in Year 1.
- Activities in the early years, both indoors and outdoors, are carefully planned and purposeful and so they meet the needs of different children well. The classroom environment is rich in opportunities for children to develop their skills in language and mathematics. Work in their books shows the rapid gains that they make in their learning.
- There are good opportunities for children to explore and investigate the world around them. Adults ask gently probing questions which give children time to think about and explain their ideas. For example, one group of children was trying to work out how they might melt an ice block to free the princess who was frozen inside, while another group was trying out ways to make a water wheel turn more quickly.
- Children behave well and clearly feel very safe and secure. They are confident and independent and chatter excitedly to each other as they play. They were keen to show the inspectors what they were doing, as they carefully picked up cotton wool 'snowballs' and counted them into containers, or followed instructions to make model snowmen. Children's delight in and enthusiasm for learning were clear, as they did 'Penguin P.E.' and learned songs and actions to develop their vocabulary and learn how penguins move. There are very well-established routines to ensure that children are looked after very well and are kept safe.
- There is good leadership in the early years. There are now consistent systems across the early years unit for observing and assessing how well children are doing. There is strong teamwork among staff. They meet regularly to share their observations, know the children well and plan carefully for what they need to do next. They are quick to put additional support in place for any children who are not doing as well as expected.
- Parents are encouraged to be involved in their children's learning. They are invited to workshops to learn about phonics and contribute their own observations to children's ongoing assessments. Events such as the autumn activity day, and the highly successful 'Paddock by the Sea', complete with sand, donkeys and ice creams, are well attended.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107615
Local authority	Kirklees
Inspection number	453838

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	398
Appropriate authority	The governing body
Chair	Julie Goodchild
Headteacher	Richard Dodd
Date of previous school inspection	5 June 2013
Telephone number	01484 515954
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