

Paddocks Primary School

Rochfort Avenue, Newmarket, CB8 0DL

Inspection dates

12–13 February 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.

- This is a rapidly improving school in which standards are rising and pupils' progress is accelerating.
- School leaders, including governors, are working together effectively to improve teaching and increase pupils' progress.
- Pupils' behaviour and the arrangements to ensure they are safe are outstanding. The promotion of pupils' personal development and their spiritual, moral, social and cultural development is also exceptional.
- Teaching is good. Lessons capture pupils' interest and enthusiasm. As a result, pupils make good progress. They are taught the essential skills of literacy and numeracy well.
- The Reception class provides children with a good start to their education.
- Results in both Year 2 and Year 6 matched national averages in reading, writing and mathematics in 2014. Standards are improving rapidly in both key stages.
- Throughout the school more pupils than in previous years are on course to exceed expected rates of progress in reading, writing and mathematics.
- Disabled pupils and those who have a special educational need make good progress.
- The progress of disadvantaged pupils is improving. In all parts of the school they are on course to attain standards that are significantly better than those of similar pupils in most other schools.
- School leaders have responded very positively to the recent changes to the National Curriculum and are introducing new ways in which to assess pupils' progress.

It is not yet an outstanding school because

- In a few lessons teachers do not always ensure that the work they set meets the needs of pupils of different abilities, or challenges the most able pupils, to make better than good progress.
- While improving, the spelling, punctuation and grammar of a few pupils is not as secure as other aspects of their writing.

Information about this inspection

- Inspectors visited 15 lessons across a range of subjects and year groups. The headteacher accompanied them on five of these observations.
- Inspectors met the headteacher, the senior leadership team, members of the governing body, staff with additional responsibilities, such as subject leaders, and other teachers and pupils.
- Inspectors looked at pupils' work and considered documents relating to the school's self-evaluation, its plans for improvement and its arrangements to ensure that pupils are safe.
- Inspectors took account of the views expressed in the 40 responses to Ofsted's online survey, Parent View, and the opinions shared through 15 questionnaires returned by members of staff.

Inspection team

Godfrey Bancroft, Lead inspector

Additional Inspector

Debra Flowerdew

Additional Inspector

Full report

Information about this school

- The school is a smaller than the average-sized primary school.
- Children in the early years (Reception class) attend full time.
- The proportion of pupils who come from a minority ethnic group is a about half the national average, but is rising steadily. The proportion who speak English as an additional language is very low when compared with other schools.
- The proportion of disadvantaged pupils who are eligible for the pupil premium is below average. The pupil premium is additional funding for pupils eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who are disabled or have special educational needs is below the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Following the last inspection in February 2013, the school received a visit in May 2013 from Her Majesty's Inspectors to check on its progress.

What does the school need to do to improve further?

- Make the impact of teaching on pupils' progress over time even more effective, by ensuring that:
 - work in all lessons is matched precisely to the full range of ability and the learning needs of each pupil
 - the work set for the most able pupils challenges and helps them to attain the highest possible standards
 - teachers maintain their current focus on pupils' spelling, punctuation and grammar so sustaining and building upon the recent improvements in these aspects of pupils' writing.

Inspection judgements

The leadership and management are good

- The headteacher, key stage leaders and subject leaders are working effectively to drive up standards. They are bringing about rapid improvements. They are ambitious for the school to keep on improving and are committed to ensuring that all pupils do as well as they possibly can.
- The school's work to promote equality of opportunity for all pupils and to ensure there is no discrimination is highly effective. The school is also very effective at promoting positive relationships among its pupils.
- Leaders have addressed successfully all the issues identified at the time of the previous inspection, including those identified by Her Majesty's Inspectors when they visited to check on the school's progress in 2013. This provides a strong indication of the school's capacity to sustain improvement in the future.
- The headteacher, subject leaders and class teachers all keep a close eye on the progress of each individual pupil. At the time of the last inspection, school leaders were not doing enough to check on the quality of teaching. This is no longer the case. There are now frequent checks on the quality of teaching provided by each teacher. As a result teaching and achievement have improved.
- Key stage leaders, including in the early years, and subject leaders work together very effectively to bring about improvements. They work well as a team and provide good support for each other. For example, they have ensured that everyone has embraced the revised procedures the school has introduced for checking on pupils' progress.
- Self-evaluation is accurate. Leaders have identified precisely how well the school is doing in all aspects of its work. Their plans for development show exactly what they need to do to sustain and extend the current improvements. For example, they have already focused successfully on improving pupils' spelling, punctuation and grammar and are now planning to ensure that work set in all classes more appropriately meets the needs of different groups of pupils. The school has set itself clear and measurable targets for improvement that link securely to pupils' progress. This was not the case at the time of the last inspection.
- Teachers value and embrace with enthusiasm the training they receive. This has included opportunities to review and refine lesson planning. Much of this work happens in partnership with other local schools.
- Arrangements for the management of teachers' performance meet the requirements of the national teaching standards. Leaders base decisions about promotion or salary enhancement for individual teachers on evidence that these staff have brought about improvements in pupils' progress.
- A number of the responses to the Parent View survey expressed concerns about pupils' behaviour and about the school's leadership and management. However, inspectors found nothing to substantiate these concerns. Pupils' behaviour is outstanding and the school's leadership is effective. Parents who spoke to inspectors said they were pleased with the school's work and the progress their children are making. The school also communicates well with parents to keep them up to date about what is going on. For example, there is a regular parents' forum, an up-to-date website and weekly newsletters.
- Many parents contribute well to the work of the school. There is a vibrant and supportive parent-teacher group which organises social events and raises money for school funds.
- The curriculum is effective in supporting pupils' good progress and their excellent personal development. Modifications have ensured it reflects the changes to the National Curriculum. Key skills in literacy and numeracy develop well as pupils move up through the school. There are also good opportunities for pupils to apply these skills across all subjects and in the special topics they study. Arrangements to assess pupils' progress are accurate and ensure pupils fully understand how well they are getting on.
- The school works very effectively to promote pupils' spiritual, moral, social and cultural development. It also ensures that pupils have a good insight into traditional British values, such as tolerance and understanding of the lives of other people whose religion and culture may be very different from their

own. Consequently, they are well prepared for life in modern Britain and for the next stage of their education. Displays and assemblies introduce pupils to inspirational characters from various walks of life and encourage pupils to have the highest possible expectations of what they might achieve.

- The primary school sports funding is being used to good effect. Visiting coaches help pupils to develop their skills, co-ordination and stamina. The funding also ensures that all pupils have the opportunity to learn how to swim.
- Additional funding is used to good effect to make sure disadvantaged pupils get good support and make good progress. Help for these pupils comes in a variety of ways. This includes the well-planned use of small groups. These ensure disadvantaged pupils receive more attention and help, particularly from teachers who have particular specialist knowledge; for example, in mathematics.
- The local authority provides helpful support to the school. They supported school leaders in evaluating the quality of the school's work and identifying what needs to be improved. The local authority has also helped teachers to hear about and attend relevant training events.
- Arrangements for safeguarding fully meet current requirements. They enable pupils and their parents to be confident in the care the school provides for all its pupils.

■ The governance of the school:

- Governors are knowledgeable about all aspects of the school's work. They are also very supportive of school leaders and staff.
- Governors have a good understanding of the information they receive about how well pupils are progressing. If any shortfalls arise in pupils' progress, governors check that these are quickly resolved.
- Governors know about the quality of teaching. They have a clear insight into what is working well, how successful recent innovations are proving to be and what needs to be improved.
- Governors are involved appropriately in the performance management of the headteacher and other staff. They understand fully how the quality of teaching is evaluated and how rewards for good teaching link to improvements in pupils' progress.
- Governors check on and understand fully the use of additional government funding and know about the positive impact it is having on pupils' progress.
- Governors keep a vigilant oversight of the school's arrangements to ensure that pupils are safe.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. They are courteous, helpful and learn with a smile. Pupils are well motivated to live up to the school's motto of, 'Being the best that you can be.' There have been no exclusions of pupils from school in recent times for inappropriate or unacceptable behaviour.
- Staff manage pupils' behaviour exceptionally well and even the lowest level of disruption to learning is extremely rare and soon resolved. A number of parents in responding to the Parent View survey suggested behaviour is not as good as it should be. However, inspection evidence and school records show this is not the case.
- Pupils' attitudes to learning throughout the school are exceptional. Pupils are eager to do well. They value the rewards that recognise and celebrate their progress and the contribution they make to school life.
- Pupils relish opportunities to have responsibility. For example, they are proud to be members of the school council. They are always eager to help around the school in whatever ways they can. They also provide excellent support for each other. They celebrate each other's successes. They are sensitive and sympathetic if any of their classmates is experiencing any difficulties. Older pupils welcome opportunities to help the younger ones, for example, with their reading.

- Attendance is above average and levels of persistent absence have reduced significantly.
- The school promotes traditional British values exceptionally well. Pupils have a well-developed understanding of honesty, justice and care for others. They are very knowledgeable about the beliefs, customs and traditions of those who come from different backgrounds and cultures. The school has a rising proportion of pupils who come from minority ethnic groups and some who do not speak English as their first language. Pupils make these children welcome. They include them in their friendship groups and help them to settle in.

Safety

- The school's work to keep pupils safe and secure is also outstanding. All checks to ensure that adults are suitable to work with children are in place and regularly reviewed by governors and other leaders. Staff are vigilant in ensuring that the school site is secure and are watchful if anyone enters the school who is not known to them. The clarity and detail included in risk assessments for onsite and offsite activities are exemplary.
- All staff take great care to ensure that pupils are happy at school. Staff respond with care and sensitivity should any pupil show the slightest sign of being upset. For their part pupils are confident that staff will provide them with all the help they need.
- Bullying of any sort is very rare. Pupils said that staff are very helpful in this respect. Pupils added that should any bullying arise, they have been taught to resolve the situation amicably without recourse to adult intervention. In this respect pupils are remarkably mature, tolerant and understanding. The school ensures their knowledge of how to stay safe develops exceptionally well.
- Pupils are particularly knowledgeable about the potential dangers posed by misuse of the internet and social media. The school carefully monitors pupils' use of computers in school at all times.

The quality of teaching

is good

- Since the last inspection the quality of teaching has improved markedly. The headteacher and subject leaders provide teachers with good support. As a result, good teaching is leading to increasingly good progress and rising standards in reading, writing and mathematics.
- Lessons invariably capture pupils' interest and enthusiasm. One pupil expressed the views of many when he told inspectors that, 'Our teachers provide us with lots of interesting activities.' Inspectors saw a Year 3 science lesson and a Year 6 history lesson in which pupils were enthralled by the work that was set for them. In both lessons the teacher's thoughtfully-prepared and well-resourced activities resulted in pupils making rapid progress.
- Much of the teaching embraces the needs of the full range of abilities in each class. However, there are occasions when all pupils finish up doing the same work and activities do not always build on their previous progress and move them on to the next stage. Occasionally, this results in individual pupils, and particularly those who are the most able, marking time and not moving on as quickly as they could.
- Teachers develop pupils' reading skills well. Pupils receive a good grounding in the links between letters and sounds in the Reception class, and also in Year 1, because the teaching of phonics continues to be effective. This gives pupils confidence and the majority, as they move up through the school, become enthusiastic readers.
- The teaching of the basic skills of literacy and numeracy is good. Good attention is given to pupils gaining a firm grasp of mental mathematics and their ability to explain their calculations out loud in class clearly and confidently. This lays the foundation for their good progress in mathematics across the rest of the school.
- Teachers have recently focused to good effect on improving pupils' spelling, punctuation and grammar.

This is helping to raise standards in writing.

- Teachers use questioning and opportunities for discussion exceptionally well. At such times, pupils are thoughtful and reflective, and able to express their views with clarity and maturity. These are also qualities which pupils increasingly display in their writing. Teachers create good opportunities for pupils to write in a range of subjects, including in geography, history, religious education and science.
- Support for disadvantaged pupils and those who are disabled or who have a special educational need is good. In partnership with teachers, teaching assistants provide carefully tailored help so that any pupils who have fallen behind can catch up. Teachers use their specialist skills very effectively to improve aspects of pupils' achievement in need of attention, particularly in mathematics. Well-organised classes provide additional support to boost pupils' learning in English and mathematics successfully. The head of mathematics at the nearby academy also makes informal visits from time to time. Her experience and expertise have helped pupils to forge ahead in this subject.
- Teachers assess pupils' progress accurately and carefully. They ensure that pupils are fully involved in checking how well they are progressing. The school's carefully revised assessment procedures help pupils to know how well they are progressing and what they need to do to make their work even better. This is because teacher's marking is thorough, detailed and provides pupils with excellent advice.

The achievement of pupils is good

- Rapid improvements in achievement are increasingly evident across the school. Standards in reading, writing and mathematics are rising in both Key Stage 1 and Key Stage 2. A greater proportion of pupils are now making more progress than expected than was the case in previous years.
- Pupils in Key Stage 1 are making good progress. Standards in the Year 1 national phonics screening check are well above the national average and have been since its introduction. Key Stage 1 classes increasingly contain a higher than usual proportion of pupils who are disabled or who have a special educational need, as well as pupils who speak little or no English. These pupils settle in well and are making good progress because they receive good support from teachers and teaching assistants. The work in pupils' books and their progress in lessons demonstrate that pupils are currently working at the levels expected for their age for this time in the year in reading, writing and mathematics.
- This pattern of good progress continues in Key Stage 2. Pupils in Year 6 are already working at levels above those expected in reading, writing and mathematics at this time in the school year. The quality of pupils' learning in lessons and in their books suggests that close to half are working at the higher level in each subject. Indications from the work seen in Years 3, 4 and 5 show that this pattern is set to continue.
- In 2014 Year 6 standards in grammar, punctuation and spelling were disappointingly low. School leaders have responded promptly and effectively to resolving this situation. Pupils now apply these skills well in their writing and achievement is rising.
- In the past too few of the most able pupils have done as well as they should. Again, an improving picture is evident, with increasing numbers of pupils working towards the higher levels. However, there are still occasions when some of the most able pupils do not make the rapid progress they are capable of. This mainly occurs when the work set for them is not challenging enough.
- Disabled pupils and those who have a special educational need are also making good progress. This is because they receive good support. The proportion of these pupils who are exceeding the progress expected of them is rising sharply.
- After a period of time when their progress was not as good as it should have been, disadvantaged pupils are now forging ahead. These pupils are doing better than at any time in the past. They are on course to do every bit as well as their classmates. In some instances they are on course to do even better. As a result their attainment is almost two years ahead of pupils in this, as well as in other schools nationally, in reading, writing and mathematics.

- The primary school sports funding is bringing improvements to pupils' skills and fitness in a range of activities, particularly swimming.

The early years provision

is good

- Children start in the Reception class with knowledge and skills that are broadly typical for their age. However, within each year group there is a wide variation in children's abilities, ranging from those judged to be among the most able children to those who are disabled or who have a special educational need.
- Leadership and management of the early years are good. The early years' leader inspires her team. Teaching assistants speak with great enthusiasm about their work and are proud to be part of the early years' team. Children achieve well in all areas of their development, but adults are never complacent. Staff embrace innovations readily and constantly strive to bring about improvements.
- Behaviour and safety are excellent. Everything possible is done to ensure that children settle quickly and are as safe as they can be. Children's enthusiasm for learning is boundless. They cannot wait to tell visitors about what they are doing. They work very well together and it often takes considerable cajoling to stop them working and persuade them to take a break.
- Children benefit from the well-planned learning activities adults consistently provide. These activities meet their needs well in all areas of their development. Staff meticulously check children's progress. Help is provided for any child who is not progressing fast enough or who has fallen behind. Staff liaise closely with parents and ensure they are fully aware of how well their children are progressing.
- Teaching is good. Teachers provide children with a firm grounding in all the important basic skills they need. As a result children make good progress in all areas of their learning. They thrive in all aspects of their personal and social development. Their speaking and listening skills develop well. This is clearly evident when children talk about the work they are doing.
- Children acquire early skills in reading, writing and knowledge of number well. They do this because staff provide activities in the classroom and in the outdoor play area and school grounds that capture children's enthusiasm and appeal to their interests.
- Progress in all areas of children's learning is good. They are well prepared to move up and begin learning in Year 1. In 2014, the proportion of children who started in Year 1 with a good level of development was above the national average.

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	124565
Local authority	Suffolk
Inspection number	453488

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Kay Pearce
Headteacher	Amanda Thompson (acting)
Date of previous school inspection	14 February 2013
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