



# Paddock Junior Infant and Nursery School

Inspection Report

**Unique Reference Number** 107615  
**LEA** Kirklees  
**Inspection number** 277787  
**Inspection dates** 26 June 2006 to 27 June 2006  
**Reporting inspector** Mrs June Sharpe CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Heaton Road Paddock Huddersfield, West Yorkshire HD1 4JJ
<b>School category</b>	Community	<b>Telephone number</b>	01484 226565
<b>Age range of pupils</b>	3 to 11	<b>Fax number</b>	01484 226566
<b>Gender of pupils</b>	Mixed	<b>Chair of governors</b>	Mrs Jenny Palmer
<b>Number on roll</b>	322	<b>Headteacher</b>	Mr R Dodd
<b>Appropriate authority</b>	The governing body		
<b>Date of previous inspection</b>	3 July 2000		

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 26 June 2006 - 27 June 2006	<b>Inspection number</b> 277787
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Children attending this average sized school are from many ethnic backgrounds, including some who have recently arrived in the country and Travellers. They speak any one of 11 different languages at home. A large number of children are at an early stage of learning to speak English. The proportion of children with learning difficulties and/or disabilities is average, and the proportion claiming free school meals or clothing grants is well above average. Many children leave or join the school in the middle of each stage of their education, and some take long holidays abroad during term time. Plans to open a children's centre in July 2006 are well on the way, and a major building programme is taking place.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This good school has made good progress since the previous inspection and gives good value for money. The school's modest view of itself as a satisfactory school with satisfactory achievement and standards is based largely on the 2005 Year 6 national test results. It does not take enough account of the good progress made in relation to children's starting points and individual circumstances.

The outstanding leadership of the headteacher ensures that children and staff enjoy coming to a happy, friendly and caring school. Children's personal development is good. Parents and carers think highly of the school. Harmonious relationships between children and adults from all backgrounds are central to the school's uniquely warm and welcoming feel. Good consultation gives everyone their say, and an outstanding partnership with others ensures that children's needs are met. Staff and governors are working tirelessly to ensure that the quality of children's education does not suffer because of the current major building programme. Standards and achievement, including standards and quality in the Foundation Stage (Nursery and Reception classes), are good. This reflects the good quality of teaching and learning, an enriching curriculum and good leadership and management. The more capable children are not always sufficiently challenged in lessons. Although teaching and learning have improved since the previous inspection, not all teaching matches the consistently good teaching in the Foundation Stage and in Years 5 and 6. The very strong management team and successful track record give the school good capacity to improve in the future.

### What the school should do to improve further

- Improve the quality of teaching and learning in Years 1 to 4.
- Ensure that the more able children are sufficiently challenged in lessons.
- Make better use of assessment information to measure children's achievement more accurately and to inform children how they can improve their work.

## Achievement and standards

### Grade: 2

When children start Nursery or join the school mid-way through their primary education, their attainment is well below average. It is often low in personal, social and emotional development, speaking and listening, reading and writing. Girls and boys of all ethnic groups, including those with learning difficulties and/or disabilities and those who do not speak English at home, make good progress. By the time they leave the school in Year 6, standards are broadly average. This good achievement is the result of good teaching and learning, especially in the Foundation Stage and in Years 5 and 6, where children's progress is most rapid. In 2005, the school met its target for national test results in English, but fell short in mathematics because the target was too ambitious. Staff find setting and meeting challenging targets difficult because of the frequency of children leaving and starting the school or taking extended holidays abroad. Nevertheless, children in Year 6 are expected to meet the suitable targets set for the

2006 tests. The 2005 national test data suggests that children's progress between Years 3 and 6 was a little below what it should be. The school's records show, however, that children who remained at the school throughout this period did very well indeed, and that most other children are making better than expected progress over time. Very good progress in reading in Year 2, for example, has improved the school's performance in national assessments. The more capable children, however, are not always sufficiently challenged to do the best they can.

## **Personal development and well-being**

### **Grade: 2**

Consistently high expectations of children to get along with others and to show respect result in good personal development. Good behaviour and attitudes add significantly to children's progress. Children enjoy coming to school, and below average attendance is partly due to extended holidays abroad and the mobile lifestyles of some families. Spiritual, moral, social and cultural development is good, and multicultural knowledge is very good. Work on the World Cup football theme and links with a town in France have extended children's knowledge of the wider world. Children's good understanding of healthy lifestyles shows in their sensible choice of food and snacks at lunch and break times. Children are well prepared for their future lives as citizens. Active school and class councils, for example, manage their own budgets and influence the work of their school. Children make a positive contribution to their community, for example, by working in partnership with students at Huddersfield University and taking part in a joint production. Children in the Foundation Stage settle quickly into school routines and know what is expected of them. This helps them to make a good start with learning the basic skills they need to do well when they transfer to Year 1.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

As a result of the good quality of teaching and learning, children of all ethnic groups, including those with learning difficulties and/or disabilities, achieve well. Enthusiastic teachers are working hard to avoid disruption to children's learning during the current building programme. Particularly strong teaching in the Foundation Stage and in Years 5 and 6 helps children to make great strides in their learning. In these classes, children rise to teachers' consistently high expectations of them to work hard and to achieve more. While there is no longer evidence of inadequate teaching and learning, there is not as much good teaching in Years 1 to 4 because teachers sometimes require children to sit still and listen for too long. Teachers do not always plan work that takes full account of what children can already do. Consequently, progress slows down, particularly that of the more capable children. Although teachers ensure that children know what they are going to be learning about in each lesson, not all children know what they have to do to improve their work, and marking does not help them sufficiently. Nevertheless, thorough preparation, good organisation, skilled use of new

technological resources, sensitive deployment of support staff and positive approaches to discipline are strong features of most of the teaching. These ensure that children have good attitudes to learning and want to do their best.

## **Curriculum and other activities**

### **Grade: 2**

The enriching curriculum is matched well to the needs of children, including those with learning difficulties and/or disabilities and those whose first language is not English. It gives appropriate emphasis to English and mathematics. Theme weeks, such as the 'creative arts week', add variety and interest. One parent described how her children 'came alive and talked for ages about it'. The curriculum for children in the Foundation Stage gets them off to a very successful start with their education. All children enjoy going on educational visits, including a residential trip to Northumberland. They often work with interesting visitors and take part in a good range of extra-curricular activities. The school organises children into classes or groups of similar ability for English and mathematics lessons. This is effective in raising achievement, especially in Years 5 and 6. The school's close partnership with the local Primary Learning Network has resulted in improved provision for children to practise their speaking and listening skills across the curriculum subjects.

## **Care, guidance and support**

### **Grade: 2**

A high level of care underpins everything that the school does to look after all children equally well. Child protection and health and safety procedures are firmly in place and followed diligently, and staff work in partnership with many outside agencies and institutions. Children say that they feel safe at school and that adults will help them if they have problems. The school keeps a close eye on children's academic and personal progress in order to provide the right kind of support at the right time. Learning mentors, for example, play an important part in working with children and their parents in order to maximise learning, including encouraging regular attendance. Similarly, support staff are always on hand to help with specific difficulties, such as when children need help to understand English or need explanations in their home language. Although the school is aware that the more capable children could sometimes do better, action to remedy this has not yet been fully successful.

## **Leadership and management**

### **Grade: 2**

The outstanding leadership of the headteacher and the insightful support of the deputy headteacher ensure that the school meets the constant new challenges it faces. A united staff work hard to achieve the headteacher's vision for the school and its children; as one teacher said, 'We work together as a team and the headteacher is very much a team player'. Parents, carers and children also respect the headteacher; one parent commented, 'He is passionate about everything that goes on in and around

the school'. The part played by senior staff has improved since the previous inspection. Recent improvements in reading results by Year 2, for example, are the outcome of good leadership and management of a new initiative. Governance is satisfactory, and new governors are becoming increasingly involved in holding the school to account. They have concentrated their efforts on checking that plans for a children's centre are carried through properly.

There is good consultation with stakeholders. The school knows its strengths and weaknesses well and faces up to problems by taking appropriate action. Although the previously inadequate teaching and learning has been dealt with, the school can pinpoint where further improvement is needed in order to raise achievement. The school checks its performance very well to ensure that the specific needs of children are not ignored. It knows, for example, where the more capable children could sometimes do better. Staff do not use the extensive data available about children's progress, however, to get a clear picture of their achievement in relation to their starting points.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school. We really enjoyed ourselves and the opportunity to chat with you.

We think that these are the best things about your school:

- you help to make your school a very friendly and welcoming place where everyone is happy
- adults look after you well and keep you safe
- your behaviour is good and all children get along well together
- teachers and classroom assistants work together to make sure that you have help when you need it
- you enjoy lessons and other activities and work hard
- your headteacher makes sure that your school keeps on getting better all the time.

What your school could do to improve:

- make all your lessons as good as the best ones are now
- make sure that your work always makes you think hard and is never too easy
- be more certain about how well you are doing and how good the school really is.

We are sure that you will help your teachers to do all that they have to do to make your school even better. We hope that you will enjoy working in the new building next year.