



Paddock Wood Primary School

Inspection Report

Unique Reference Number 118270
LEA Kent
Inspection number 280282
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Donald Mason AI

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

Type of school	Primary	School address	Old Kent Road
School category	Community		Tonbridge
Age range of pupils	4 to 11		Kent TN12 6JE
Gender of pupils	Mixed	Telephone number	01892 833654
Number on roll	600	Fax number	01892 833672
Appropriate authority	The governing body	Chair of governors	Mr Roger Parkes
Date of previous inspection	20 September 1999	Headteacher	Mr M Olley

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Paddock Wood is a very large primary school with 21 classes. There is a wide social mix of families and attainment on entry to Reception each year is broadly average. Almost all pupils are from White British backgrounds and the proportion of pupils with learning difficulties is average. The current headteacher was appointed in January 2003 and a new deputy headteacher took up her post in September 2004. Two other senior or long-serving members of staff have retired recently.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Paddock Wood is an improving school. At present its overall effectiveness is satisfactory but its capacity for improvement is good. This is also the school's view. Children in the Foundation Stage make good progress because of good teaching and exciting curriculum opportunities. All pupils from Year 1 to Year 6 make satisfactory progress and standards by the end of Year 6 are average. Measures to bring about improvement introduced since the formation of the current leadership team are beginning to have an impact on raising standards, particularly in the teaching of writing. Pupils are friendly and polite and pupil-teacher relationships are very good. Pupils are given many opportunities to take responsibility in the school community and they make good progress in their personal development. Teaching and learning are satisfactory and improving. Assessment procedures are becoming more effective in identifying pupils' strengths and weaknesses. Staff are now better able to check pupils' progress towards meeting the targets which have been set for them but that process is not yet fully established. In particular the new marking policy needs to be consistently applied in all classes. The curriculum is satisfactory overall, with good enrichment activities which are much enjoyed by the pupils. Information and communication technology (ICT), which was a concern at the time of the last inspection, is now a strength. Leadership and management are satisfactory. Senior staff have a clear understanding of the school's strengths and weaknesses and what needs to be done to raise standards. The task now is to ensure that the improvement measures are applied consistently across the school. The school has made satisfactory improvement since the last inspection and it gives satisfactory value for money.

What the school should do to improve further

- Continue to improve the assessment arrangements so that staff can adapt their teaching and provide the appropriate support to enable pupils of all abilities to reach their potential.
- Apply the new marking policy consistently across the school to ensure that pupils are given appropriate advice about how to improve their work, especially in writing.

Achievement and standards

Grade: 3

Pupils enter the Reception classes with average attainment. They make good progress in all areas of learning. These young children have regular opportunities to plan, carry out and review activities of their own choosing, so making good progress in their skills as independent learners. Pupils make satisfactory progress in Years 1 and 2 and pupils enter Key Stage 2 with average standards. Satisfactory progress is maintained throughout Years 3 to 6 and standards at the end of Year 6 are average. In the Year 6 national tests in 2005, progress and standards were broadly average. Mathematics was the strongest subject and English the weakest. Inspection evidence supports the school's prediction that progress and standards, in this year's tests, will again be

average overall. However, there has been a significant improvement in English as a result of the development work in writing which has been taking place this year. The school sets challenging targets but they are not always met. This is partly because the procedures for checking pupils' progress are not yet robust enough. However, the rate of progress is accelerating as improvement measures begin to bite. More rigorous checking of pupils' achievements and more effective targeted support are helping pupils of all abilities to make greater progress. This is particularly true of pupils with learning difficulties or disabilities.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils thoroughly enjoy coming to school and tackle their activities with great enthusiasm. Behaviour is outstanding and pupils feel very safe in school. They are particularly confident that adults will sort out any problems such as bullying and say that a recent anti-bullying week worked well. Attendance is average and the school has recently invested in a home liaison officer to improve attendance and punctuality further. Healthy living is actively encouraged especially through the many sports clubs. Pupils enjoy these clubs which are run by teachers and outside coaches. Sporting achievements are celebrated in assemblies. Pupils make a very positive contribution to the school and outside community. All Year 6 pupils have a role of responsibility in school and the school council is proud of its recent achievements such as the well used playground games. Pupils develop satisfactory literacy and numeracy skills and good ICT skills, cooperate well together and, consequently, have skills that will serve them well when they are older. Spiritual, moral, social and cultural development is good overall. Opportunities for spiritual reflection are found in assemblies and in lessons such as music, when pupils can conjure up pictures in their heads whilst listening to music. Moral and social development is outstanding. The youngest children are encouraged to share and be polite and older pupils are taught skills to support younger ones. Pupils are given a variety of experiences that allow them to appreciate other cultures and beliefs.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with good features. No inadequate teaching was observed. An example of very good teaching was seen in a Year 4 history lesson when pupils' research culminated in mapping out the dimensions of a Viking longship on the playground and pupils responded to the leader's orders. On returning to the classroom, pupils were able to write with great empathy about what life might have been like on board such a vessel for the leader and his followers. As a result of the teaching they receive, pupils make satisfactory progress in English and mathematics. Progress in other subjects, particularly ICT, music, art and design, science, physical education and design and technology, is often good. This occurs as a result of teachers

with strong subject expertise teaching classes other than the one they are mainly responsible for and this benefits pupils across the school. Teachers make good use of links with local specialist secondary schools, for example in French, art and design and science. Teachers plan together in year groups to ensure that work broadly meets the needs of most pupils. However, the on-going assessment of pupils needs to be improved to ensure that teaching helps all pupils to achieve their potential. This is happening as recent initiatives to improve teaching and learning begin to take hold. In particular the teaching of writing is much improved as teachers gain confidence and pupils respond to the more effective advice they are given about how to improve their work. Older pupils are being encouraged to evaluate their own learning. A new marking policy has been introduced to improve the advice offered to pupils about their work. However, these initiatives are not yet consistently applied in all classes. Teaching assistants provide good support and guidance to pupils, including those with learning difficulties or disabilities. Teaching is good in the Foundation Stage. Teachers make good use of the delightful outside area and pupils enjoy the wide variety of activities they undertake in and out of the classroom. As a result of good teaching, they make good progress in their learning and social development.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall, with good features. All statutory requirements are met. It is broad and balanced, with provision for French for all pupils and a wider provision for subjects other than English and mathematics than is found in many schools. Provision for literacy and numeracy is satisfactory and good for ICT. An example of the latter was seen in the proficiency and enthusiasm shown by Year 6 pupils in using Powerpoint to plan a presentation on the functions of parts of a flower. The school makes good use of curriculum links with local specialist schools to complement its provision for arts, sport and science and for higher attaining pupils in mathematics. This also helps to prepare pupils well for their secondary education. The curriculum is enhanced by many enrichment activities such as after school clubs of a wide variety including mathematics, science and sports. Many pupils are taking instrumental music lessons and provision for music is strong. Pupils' enjoyment of the curriculum is much increased by the many visits and theme days, including a simulation of a Second World War evacuation.

Care, guidance and support

Grade: 3

The staff provide very high levels of care for all pupils including those with specific needs. The expertise of outside agencies, available through the cluster group, is used effectively when pupils experience difficulties. Support is provided on a one-to-one basis or through regular group work. Appropriate child protection procedures are in place although there are still some training needs especially for non-teaching staff. Health and safety matters are dealt with appropriately in school. Academic support has not yet developed to the same extent as pastoral support. Pupils are not given

consistent guidance on what they need to do to improve. For example, there are some group targets for literacy and numeracy but the school has not yet refined this so that individual pupils know what they specifically need to do to achieve their very best. The quality of advice to pupils through marking of work is inconsistent.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. Under the thoughtful and energetic leadership of the headteacher, the school's staff are working hard on a number of initiatives designed to raise standards. All staff are determined to maintain the existing strengths of the school and to achieve progress and standards which are better than satisfactory. The school's capacity for improvement is good. The headteacher listens carefully to the views of others including parents and uses the advice and support of outside agencies very well. Parents at the Year 3 class assembly said how much they valued the opportunity to attend and how much confidence they had in the school. Teachers have been given opportunities to develop their skills as subject leaders and this is beginning to have a significant impact on pupils' achievement. The school's self-evaluation is sound. Staff know the school's strengths and weaknesses and what needs to be done to raise standards. Many initiatives arising from this self-evaluation have been introduced since the formation of the new management team. They are beginning to have an impact on improving standards in writing and improving progress generally for lower and higher attaining pupils. The work of the new coordinator is having a significant impact on the provision for pupils with learning difficulties or disabilities. School governors are supportive and helpful. In parallel with school developments they are developing procedures to be more reflective about standards and achievement. The appointment of a governor with responsibility for analysing assessment information is an indication of this. Despite the many good features, leadership and management are satisfactory overall because the relatively new improvement measures introduced have not yet had sufficient impact on raising standards.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Pupils It was a real pleasure to visit your school. Thank you for being so helpful and friendly. We really enjoyed visiting your classrooms and talking to you about your work. This letter is to tell you what we thought about your school. What your school does well

- You all behave outstandingly well. You obviously enjoy your lessons and get on very well with your teachers.
- You have many opportunities to take on responsibility.
- You have lots of exciting activities in information and communication technology (ICT), French, the arts, sports and science in addition to the work you do in English and mathematics.
- You feel safe in school and all the adults around you make sure that you get help if you need it.
- The teachers have made lots of changes to help you do better in your work especially in writing and mathematics.

What we have asked your school to do now

- Check the progress you are making even more closely so that teachers can help you reach the targets they have set for you.
- Make sure that the way your work is marked helps you all to improve your work, especially your writing.

We would like to wish you all the best for the future and we hope that your school will become even better than it is now. Yours faithfully Mr Mason Lead Inspector