



# Paddocks Primary School

## Inspection Report

**Unique Reference Number** 124565  
**Local Authority** SUFFOLK  
**Inspection number** 293035  
**Inspection dates** 8–9 January 2007  
**Reporting inspector** John Messer

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

<b>Type of school</b>	First	<b>School address</b>	Rochfort Avenue
<b>School category</b>	Community		Newmarket
<b>Age range of pupils</b>	5–9		Suffolk CB8 0DL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01638 664127
<b>Number on roll (school)</b>	126	<b>Fax number</b>	01638 666275
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs S Hinchley
		<b>Headteacher</b>	Mr G Sexton
<b>Date of previous school inspection</b>	11 November 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Children are taught in five classes in this small primary school. All pupils are from white British families. The proportion of pupils entitled to free school meals is below average. Attainment on entry is broadly average except in communication, language and literacy where it is below average. The proportion of pupils with learning difficulties or disabilities is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Personal development is a particular strength and is good. Behaviour is excellent. Children settle happily in the early years class where they become increasingly independent learners and quickly develop self-confidence. Throughout the school this confidence is fostered well so that pupils become self-assured learners. Care, support and guidance are good. Pupils say that they feel safe and secure in school. They have a good understanding of how to eat sensibly, stay healthy and keep fit. Pupils are bursting with enthusiasm and love learning new things. They like the small size of the school where 'everybody is so friendly'. Good foundations are laid for their future learning and working lives.

Teaching and learning are good. Some teaching is outstanding. Children enjoy the rich learning environment in the early years class. Here, the teaching is imaginative and often outstanding. The youngest children make good progress and most attain all the early learning goals by the end of the school year. They exceed the goals in personal, social and emotional development. Teaching is good in Years 1 to 4 and pupils achieve well. The teaching assistants are skilled and take a lead in making sure that pupils with learning difficulties or disabilities make good progress. National assessments at the end of Year 2 showed that pupils attained standards that were above average in reading, writing, mathematics and science. By the time pupils leave the school at the end of Year 4 they attain standards that are above average in English, mathematics and science and particularly good work was seen in history and geography. A good range of learning activities is planned for pupils.

The leadership and management of the school are good. The school has emerged from a difficult period when a succession of long-term staff absences interrupted pupils' learning. The school did well to maintain standards despite these staffing difficulties. Until recently the headteacher had a class teaching commitment. The governing body has succeeded in releasing him from this so that he can now devote much more of his time to improving teaching and learning and developing the curriculum. The headteacher gives good leadership and has established a much more stable teaching force so that the school is now in a good position to improve further. The school's self evaluation is largely accurate. It has recognised the need to measure the amount of progress that pupils make more frequently and to set clear targets to further accelerate progress in literacy and numeracy. The school improvement plan helps to guide the work of the school but it does not indicate clearly enough how improvements will be evaluated. Parents are very pleased with the education provided for their children. Governors are strongly committed to supporting the school in improving standards but many are new and have not yet developed enough expertise to monitor the school's performance thoroughly. Finances are managed well and the school provides good value for money.

## **What the school should do to improve further**

- Introduce clear, measurable targets for the amount of progress that pupils are expected to make in literacy and numeracy and evaluate progress towards these targets more frequently.
- Review school development planning so that it includes precise, measurable criteria that enable the school and its governors to monitor and evaluate more accurately its success in raising standards.

## **Achievement and standards**

### **Grade: 2**

Pupils, including those with learning difficulties or disabilities, achieve well. Children's achievement in the early years class is good and in personal, social and emotional development it is excellent. Every opportunity is seized to encourage children to think for themselves and become independent learners. They write confidently, enjoy reading and love solving difficult problems.

Pupils' achievement in reading, writing, mathematics and science is good in Years 1 and 2 and they attain above average standards. Pupils continue to make good progress in Years 3 and 4 and by Year 4 standards overall are above average. Pupils develop a good range of skills in information and communication technology (ICT) and use computers confidently. Standards in ICT are average and have improved significantly since the last inspection when they were too low. Pupils have produced particularly good work in history and geography. A project on World War Two fired their imaginations and included singing songs from the 1940s, 'Digging for Victory' and growing crops in the school garden, dressing as evacuees, inviting grandparents to talk about their memories of the war and producing well-illustrated topic books.

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

### **Grade: 2**

Parents confirm that their children thoroughly enjoy school. Relationships between staff and pupils are warm and friendly. Pupils' spiritual, moral, social and cultural development is good. They are courteous and converse readily with visitors. Behaviour is excellent. Pupils are sensitive to the needs of others and willingly support charities, such as when singing carols to raise money for a local hospice. Imaginative activities introduce them to a good range of faiths and different cultures. As part of a project on India, they made chapattis and when reflecting on Divali the youngest children followed a pathway of candles through the darkened school hall. Pupils develop a wide range of key skills that prepare them well for transfer to middle school and for later life. Due to the nature of the parents' employment, attendance is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

In the early years classroom an exciting, vibrant learning environment encourages children to explore, experiment and investigate. Imaginatively contrived predicaments test their thinking skills and encourage them to solve problems. One morning a parcel arrived from Polar Bear. Pupils speculated on the contents before opening the leaky parcel and finding Fluffy Bear who had slipped into the Artic Sea and had become frozen in a block of ice. Children were full of ideas about how he could be restored to normal, 'We could chisel him out.', 'Put him on the fire'. 'Wrap him up warm.' Much of the day was spent thawing him out and writing reports to Polar Bear on progress.

A purposeful and productive learning atmosphere typifies all classrooms. Pupils in Year 2 were excited and very pleased with themselves when they learned how to use inverted commas accurately. Teachers plan and prepare lessons thoroughly so that lessons run smoothly and pupils learn effectively. In many lessons interactive white boards are used well to support learning but this new technology is still being explored and they are not always used as fully as they could be. A team of teaching assistants makes a valuable contribution to the quality of teaching and learning. They provide particularly good support for pupils with learning difficulties or disabilities. Tasks are adjusted to provide appropriate challenge for the more able pupils so that they also make good progress. The school has identified the need to make teaching even more exciting by using ICT more extensively to enrich learning.

### **Curriculum and other activities**

#### **Grade: 2**

In the early years class there is a strong emphasis on fostering children's personal, social and emotional development. They enjoy an exciting curriculum that is built imaginatively to make learning great fun. In Years 1 to 4, priority is given to developing reading, writing, mathematical and scientific skills. Carefully planned visits to places of interest extend learning well. The curriculum is appropriately balanced so that pupils receive a well-rounded education. The creative and performing arts are fully represented. The school has begun to link subjects together more creatively in order to make learning even more stimulating.

### **Care, guidance and support**

#### **Grade: 2**

Pupils say that the school is a friendly place where they feel safe and secure. Pupils' safety is of principal importance to the school and arrangements for ensuring pupils' health and welfare are effective. Child protection arrangements are in place and are understood by all staff. Teachers offer pupils good guidance about personal development and about how to improve their work. In the early years class pupils have clear individual targets that describe what they need to do to reach the next stages

in their learning. These are understood by the children and their parents. This good practice is not common throughout other classes but the school is poised to introduce a new target setting system to provide pupils and parents with better guidance and to accelerate progress.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and is much respected by pupils, staff and parents. He is supported well by his deputy and the teaching staff who share a strong commitment to raising standards further. The school reacts strongly to any weaknesses identified in its performance. Last year, progress in mathematics was not as good as it should have been. The subject leader took immediate action which included a thorough analysis of exactly which aspects of the subject pupils found difficult. An excellent book of guidance for parents was produced to encourage them to support learning more effectively and parents' meetings were organised, as well as extra guidance for teachers. There is clear evidence that all groups are now making much better progress. The school improvement plan does not include precise details of what action the school intends to take to raise standards further nor exactly how the impact of new initiatives will be evaluated. Good progress has been made since the last inspection and the key issues in the last report have been tackled successfully. Governors are closely associated with the school but their skills in monitoring performance are still being developed. Financial control is good and money is spent wisely.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

9 January 2007

Paddocks Primary School, Rochfort Avenue, Newmarket, Suffolk, CB8 0DL

Dear Children,

What a lovely school! I thoroughly enjoyed my short visit. Thank you for being so friendly and welcoming.

I think that there are lots of good things about the school. Children in the early years class have exciting lessons. They are very good at solving problems, such as how to deal with a special delivery parcel that contained a poor, frozen bear who had fallen into the Arctic Sea. All of you are wonderfully enthusiastic about learning new things. I think that is because the teachers are so good at making lessons interesting. You all work hard and make good progress. You are polite, full of fun and you are very well-behaved. You know how to look after yourselves and stay safe. You develop great maturity and self-confidence. You told me that you are good at drama and music. I would love to have seen your production of 'Tinsel and Tea-towels', especially the acting of the children who played the part of Ofsted inspectors.

You told me that you think that you go to a good school and there is nothing you would like to change. I agree that it is a good school but I think that there two main things that need to be done to make the school even better. I think that it would help you to have clearer targets in literacy and numeracy so that you know exactly what you have to do to reach the next stages in your learning. I also think that the school's plans to raise standards should be clearer and should include detailed targets for improvement.

With all best wishes for the future,

Yours sincerely

John Messer

Lead Inspector