

## Paddock Junior Infant and Nursery School

### Inspection report

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<b>Unique Reference Number</b>	107615
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	324605
<b>Inspection dates</b>	26–27 March 2009
<b>Reporting inspector</b>	Terry McDermott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	343
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jenny Palmer
<b>Headteacher</b>	Mr R Dodd
<b>Date of previous school inspection</b>	26 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Heaton Road Paddock Huddersfield West Yorkshire HD1 4JJ
<b>Telephone number</b>	01484 226565
<b>Fax number</b>	01484 226566

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average school serves an area of some social and economic disadvantage, close to the centre of Huddersfield and the proportion of pupils eligible for free school meals is above average. It has an integral Early Years Foundation Stage comprising Nursery and Reception classes. Many pupils enter or leave the school at different times throughout the year. Most of these pupils do not speak English and an increasing number are migrants from Eastern Europe. The proportion of pupils in the school from a minority ethnic background is almost three times the national average. Many of these pupils are at the very early stages of learning English as an additional language. The proportion with learning difficulties and/or disabilities is well above average and an above average proportion have a statement of special educational need. The school holds the Gold Healthy School's Award and the Investors in People Status.

## 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. The contribution it makes to community cohesion is outstanding. This is exemplified by the school's inclusive, friendly and open approach to all. Pupils' personal development and well-being is a key focus of the school's work. A very strong spirit of respect, enjoyment and tolerance is clearly modelled by all adults. Pupils from diverse backgrounds quickly adopt and demonstrate this spirit. They are unfailingly polite and friendly and show obvious joy and exuberance at being in such a safe, secure and harmonious place for learning.

Pupils achieve well. They join the school, often at other than the normal times, with standards that are well below average. Many have very little knowledge of English, because they have come to this country from parts of the world where it is not the first language spoken. By the time they leave at the end of Year 6, standards are broadly average. Pupils who do not speak English as their first language at home make rapid progress and many leave with above average standards. Standards and pupils' progress in mathematics are not as strong as in English.

The quality of teaching and learning is good. Teachers and other adults recognise and respect the uniqueness of each pupil. This helps to ensure that pupils behave extremely well. Through the dynamic application of teaching letter sounds and other effective strategies, teachers very quickly and creatively improve pupils' reading and writing skills. This gives pupils the confidence to work independently and increases their self-esteem. This same very good quality of teaching and pupils' self-confidence is not yet fully apparent in the teaching of mathematics, where lessons sometimes lack pace and vigour.

The curriculum is good. It has clear strengths in securing pupils' good progress in reading, writing and in language development throughout the school. Subjects are now linked together effectively, so that pupils can extend and apply what they have already learnt in different subjects to accelerate their progress further. Good quality examples of pupils' work are displayed throughout the school. These motivate others to reach the same standards, particularly in English and art. Many pupils take part in regular sporting and musical activities.

The care, guidance and support provided are good. The school takes its responsibilities for safeguarding pupils very seriously. Adults know the pupils well and pupils say they can get any help they need simply by asking. They have complete faith and trust in the staff. The school's reliable assessment system provides accurate information about how well pupils are progressing. The information is used well to plan challenging work in English, so that the needs of pupils with learning difficulties and/or disabilities, or who do not speak English at home, are very well met.

The headteacher and senior staff know well the school's strengths and areas for improvement. The school is launching well thought-out strategies aimed at securing improvements in other subjects similar to those achieved in English. These have yet to show their full impact. Senior leaders acknowledge that they have not sufficiently required managers at other levels to be accountable for the standards pupils achieve and the progress they make within their areas of responsibility. The school has successfully addressed the areas for improvement identified at the last inspection, has raised standards in English markedly and improved attendance significantly. This indicates a good capacity for sustained further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter Nursery with skills that are well below those normally expected for their age. Because many children speak little or no English at home, their communication, language and literacy skills and their calculation skills, are weak.

Children settle quickly into school life because adults support them extremely well. They ensure that all children get a confident and secure start to their learning. They plan carefully together to provide a wide range of activities in a rich and stimulating environment, to which children respond with excitement. For example, children use their 'sparkly dust' to learn sounds and enjoy choosing words for their 'monster muncher'. This is appreciated by parents who say their children cannot wait to get to school each morning. Children work and play happily together as a result of adults' strong and successful focus on developing their personal and social skills.

A strong team, well led by a skilled and enthusiastic Early Years Foundation Stage leader, know the children's needs well. The consistent and reliable tracking of children's progress ensures that each child's needs are met well. Leaders have already identified the need to ensure outdoor learning matches the quality of the range of activities indoors. Assessments of what children know and can do are secure. Effective leadership and management, stimulating teaching and high quality care, which fully meets welfare requirements, are significant factors in the good progress children make, preparing them well for their next steps in learning.

### What the school should do to improve further

- Raise standards across the school, particularly in mathematics.
- Ensure that lessons in mathematics always have the pace and vigour to consistently challenge all pupils.
- Ensure middle leaders are required to be accountable for improving standards and raising achievement.

## Achievement and standards

### Grade: 2

Achievement is good. Good progress in the Early Years Foundation Stage is consolidated through Key Stage 1 and into Key Stage 2. Accurately focused individual support ensures that pupils gain skills and understanding rapidly in Years 4, 5 and 6. An increasing number of pupils in Year 6 are now reaching the higher Level 5 in English due to a successful focus on improving standards of reading and writing. Progress is not as rapid in mathematics. Results from the national tests in 2007, show that standards in Year 6 were approaching the national average in English, mathematics and science. Progress for these pupils was satisfactory when considering their starting points. In 2008, pupils in Year 6 reached broadly similar standards to 2007, but from much lower start points. These pupils made good progress, particularly in English, where they exceeded their challenging targets at both the expected Level 4 and at the higher Level 5. They were close to meeting them in mathematics and science at Level 4. Inspection evidence shows that pupils in most classes are now making progress at a faster rate than is expected. Very effective support has been established for pupils at the early stage of learning to speak English as an additional language and for those with learning difficulties and/or disabilities. Such support enables these pupils to make consistently good progress.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is very good in this diverse, multicultural school. It is underpinned by a clear emphasis on promoting equal opportunity, inclusion and respect for all. Pupils' good personal development is reflected in their positive attitudes, excellent behaviour and genuine enjoyment of school. They are given responsibility: their voices are heard and they feel that a democratic process is in place. For example, 'Friday table', which celebrates positive behaviour and flexible playtime arrangements, and the innovative rewards system, were pupils' suggestions. Pupils say they feel safe and that rare instances of bullying are dealt with promptly. They say they always have adults to turn to for help. Pupils new to school quickly settle in. As one said, 'I felt I was here for years and years.' Attendance is now satisfactory and, as a result of the school's relentless efforts, has improved significantly. However, there are still some parents who do not ensure that pupils attend regularly. Pupils enjoy being part of a harmonious community which has a strong and clear respect for other cultures and faiths. They show a good awareness of how to stay safe and healthy and are proud of their Healthy Schools award. They are well prepared for the next stage of their lives, especially through acquiring skills in language and literacy.

## Quality of provision

### Teaching and learning

#### Grade: 2

In all lessons, relationships between teachers and pupils are good. Pupils enjoy learning. Behaviour is excellent and pupils have positive attitudes because they respect the unstinting help and support they receive from adults. In the best lessons, teachers are very creative, setting challenges for pupils of different abilities to work independently and think for themselves. Short, sharp tasks demand that pupils work collaboratively, often without direct supervision, to share ideas and work out solutions. These lessons move forward at a brisk pace and pupils learn rapidly because the work is stimulating and often exciting. This is consistently and particularly the case in English lessons; a subject in which teachers are confident and knowledgeable. In some lessons, work does not challenge pupils enough. This is more often seen in mathematics, a subject in which teachers are not always as surefooted as they are in English. In these lessons, teachers adopt less dynamic, safer approaches. As a result the pace of learning slows and progress is no better than satisfactory.

### Curriculum and other activities

#### Grade: 2

High quality displays throughout the school confirm that the curriculum is lively and engaging. The school keeps its curriculum under regular review to ensure that any emerging issues are dealt with promptly. Improving provision in mathematics has been a recent focus, though the full impact of this has yet to be seen on raising standards and accelerating pupils' progress in this subject. Links between subjects are explored well. For example, when pupils study castles in history, they study geographical locations, design and make models, and write stories about the people who lived in them. The English curriculum promotes pupils' language development well throughout the school. As a result reading and writing skills develop very quickly. Good quality personal, social, health and citizenship education is given a high profile throughout the school. The benefits of this are evident in pupils' very good behaviour, their polished social

skills and the school's excellent links with the community. The wide range of extra-curricular activities, educational visits and guests invited into school, enrich pupils' learning experiences.

## **Care, guidance and support**

### **Grade: 2**

Child protection procedures and arrangements for safeguarding pupils meet current government requirements. Adults work together harmoniously in teams and across phases, to ensure effective transition arrangements and continuous, sensitive care and support for all pupils. Inclusion arrangements play a major part in helping pupils and their parents and carers to benefit fully from what the school has to offer. Consequently, there is good support for pupils, including those who are at the very early stages of learning to speak English as an additional language, and those with learning difficulties and/or disabilities. The school tracks the academic progress pupils make through a reliable assessment system. Teachers are becoming increasingly skilled at using the system to identify underachievement, and to then appropriately intervene to deal with it. The quality of teachers' marking is variable. This means that pupils do not always have a clear understanding of what they need to do to reach their targets. The school has strong links with parents, outside professional and other support agencies, and with local and other schools. These links are used skilfully to help pupils to move forward academically and pastorally. A strong team of bilingual support staff, including an Eastern European volunteer, ensures that pupils are not disadvantaged if they do not understand English.

## **Leadership and management**

### **Grade: 2**

Leadership is good and the school is well managed. The school is a pleasant and peaceful environment for learning and runs smoothly on a day-to-day basis. The headteacher is very committed to the school and is a significant figure in pupils', and many of the parents', lives. His work is well complemented by his energetic and very effective deputy headteacher. Together they make a good team and lead a group of staff whose morale is high. School self-evaluation is accurate and is informed well by the school's reliable tracking system. However, middle leaders are not yet taking enough responsibility for variation in pupils' standards and progress. Contribution to community cohesion is outstanding. This is demonstrated through the school's very strong focus on fostering respect for diversity amongst its pupils, its involvement in a range of community projects and the links it forges with the wider world, for example its association with the town of Besancon in north-east France. The school pays very close attention to ensuring that all forms of inequality are addressed rigorously and that diversity is recognised and celebrated. This is demonstrated by the way that pupils, who come from many parts of the world, generously sponsor the education of a child in Africa. Governance is good: members of the governing body have a good understanding of the school's strengths and areas for improvements. They challenge the headteacher consistently and effectively about the progress made by pupils.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## 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	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

You will remember that your school was inspected recently. I am writing to let you know what we found out. I would like to thank you all for being so friendly and helpful when we spoke to you. We were impressed with your excellent behaviour.

We found that yours is a good school, but there is one thing in particular that it does exceptionally well. Almost everyone we spoke to, including yourselves, or who wrote to us, feels the same. Paddock Junior, Infant and Nursery school makes outstanding provision for community cohesion. This means that, under the guidance and good leadership of your headteacher, all the different people from many parts of the world, with different customs and faiths, who make up your school have come together to create a united, happy and safe place for you to learn and grow.

There are also several other good things about your school:

- the good Nursery and Reception unit which gets younger children off to a flying start
- the very good progress you make in English because you are taught so well and the exciting curriculum which helps you to practise and develop your skills
- the very good care and support you receive from adults in the school, which helps you to become sensible, well-balanced and mature young people.

However, we also found that there are some things that could be better, so I have asked the school to do the following:

- raise the standards you reach by the end of Year 6, particularly in mathematics
- ensure that lessons in mathematics have the same pace and challenge as the very good lessons in literacy which help you to make such good progress in English
- ensure that all leaders check closely on how well you are learning in all lessons.

Please continue to be the trustworthy and happy young people you already are. Good luck to you all for the future.