

Paddocks Primary School

Inspection report

Unique Reference Number	124565
Local Authority	Suffolk
Inspection number	340601
Inspection dates	4–5 March 2010
Reporting inspector	Nick Butt

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	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Chair	Sharon Hinchley
Headteacher	Gerry Sexton
Date of previous school inspection	8 January 2007
School address	Rochfort Avenue Newmarket Suffolk
Telephone number	01638 664127
Fax number	01638 666275
Email address	paddocks@talk21.com

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 15 lessons, observed all five class teachers and spent the majority of the time observing learning. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations and analysis of pupils' work, and other assessment information. Inspectors scrutinised inspection questionnaires returned by 35 parents or carers, 48 pupils and 3 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of measures to improve mathematics, especially for girls
- why pupils do not appear to be doing better in view of positive lesson observations
- the extent to which leaders and governors are bringing about rapid and sustained improvement.

Information about the school

This is a smaller-than-average sized primary school that takes pupils up until the end of Year 4. Most pupils on roll are of White British heritage, with a very small minority from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. The school has the Bronze Eco-Schools award.

There are plans for the school to become an all-through primary by adding Years 5 and 6 in the next few years.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Paddocks Primary is a satisfactory school. Pupils make satisfactory progress overall and leave with attainment that is broadly average, although a little below in mathematics. Children get off to an excellent start in the Early Years Foundation Stage, where the provision is outstanding. Provision is mainly good in Key Stage 1 and generally satisfactory in Key Stage 2. There are inconsistencies in the quality of teaching and the use of assessment in Key Stage 2 that mean pupils do not progress at the same fast rate as they do in other key stages.

Pupils enjoy learning and behave well. They have a good understanding of how to keep safe and say they would be happy to go to an adult if they had a worry at school. Pupils know the main ways to keep healthy and many take part in sports clubs such as karate and multi-skills. They contribute to the community through planting trees; something that has helped to win them the Eco-Schools award. Older pupils look after the younger pupils on the playground in this friendly and caring school. As one parent put it, 'I am very happy with Paddocks school and so is my daughter.'

Teaching varies across the school, from outstanding in Early Years Foundation Stage to good at Key Stage 1 and satisfactory at Key Stage 2. In most classes there are good relationships with staff and planning clearly shows the key elements of learning. At times higher attaining pupils are not challenged enough, especially in Years 3 and 4. The curriculum is relevant and enjoyable in Years 1 and 2, with pupils actively involved in their learning. Pupils in Years 3 and 4 do some interesting research, such as studying the Romans or Jamaica, but the curriculum tends to be more teacher directed. The Key Stage 2 learning environment lacks interest and shared areas are under-used.

Satisfactory care, guidance and support ensure that pupils' individual needs are catered for, including those with moderate learning difficulties. A focus on tracking pupils' progress this year has meant that any pupils at risk of falling behind are identified swiftly and given appropriate assistance to catch up.

The headteacher has a clear vision for the school, and promotes its family atmosphere well. Following a period of uncertainty, the headteacher is now ably supported by middle leaders whose influence has already had a beneficial impact on outcomes in the Early Years Foundation Stage and Key Stage 1. Leaders have not had enough time to monitor effectively the quality of provision, especially in Key Stage 2, or to ensure a consistent approach for example in setting challenging targets for all pupils. Governors have not held the school sufficiently to account in the past, but recent appointments to the governing body are putting systems in place to ensure that their monitoring is more systematic and robust. At times the going has been heavy, but there is a satisfactory capacity for sustained improvement as the school is once again getting into its stride.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Improve the quality of teaching and learning in Key Stage 2 by:
 - ensuring all pupils make good progress in writing and mathematics
 - using assessment effectively to plan work that challenges all pupils
 - making the curriculum more creative and relevant
 - improving the learning environment and making best use of available space.
- Improve the effectiveness of leadership and management by:
 - ensuring all leaders and managers take a full monitoring role
 - adopting a consistent approach to target-setting
 - increasing the effectiveness of the governing body in holding the school to account.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils in Years 1 and 2 are enthusiastic learners, and enter wholeheartedly into the interesting range of activities provided for them. For example, Year 2 pupils enjoyed scanning non-fiction books independently to find out specific pieces of information about Jamaica and India. Year 1 pupils were absorbed in drawing 'magic tins'. When the teacher asked one girl what was inside hers she replied, 'magic flowers that don't need water'. Pupils in Years 3 and 4 have the same thirst for knowledge, but opportunities are sometimes missed to extend their learning. All pupils make at least satisfactory progress. In mathematics, girls have not done as well as boys in the past, but this gap is narrowing with an emphasis on developing skills in mental methods and data handling. Pupils with special educational needs and/or disabilities make satisfactory progress towards their individual targets.

Pupils know all about keeping safe around horses, something that is important in an area that is a centre of international equestrianism. Members of the local community visit the school, such as representatives from an animal charity. However, pupils do not get out into the community as much as they could, apart from celebrating Harvest and Christmas at the local church. The school council has been involved in selecting equipment to improve playtimes, and leading fund-raising for earthquake victims. Pupils leave with broadly average basic skills. The school helps them to develop the personal qualities they need to succeed in the future, for example through undertaking adventurous activities on a residential visit. Pupils' moral and social development is good as they support one another well. Spiritual and cultural development is satisfactory. Pupils learn about other cultures through the curriculum and visitors to the school, but have limited direct experience of mixing with children from different backgrounds and traditions to their own.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

In Key Stage 1, teaching builds on pupils' previous learning well and effective assessment ensures that tasks are suitably challenging for pupils to make good progress. This is inconsistent in Key Stage 2, where assessments are sometimes not accurate enough. Higher attaining pupils are not always sufficiently challenged. Questioning is often open-ended and targeted at particular individuals in Years 1 and 2, but in Years 3 and 4 the questioning tends to be more limited and general. Management of pupils is effective in the younger classes, with very little time wasted between tasks. At times, the older pupils take too long to settle to their learning, partly because too much of the teaching takes place in a confined class base, when there is a large open shared area that is seldom used by either of the Key Stage 2 classes.

Pupils enjoy going on educational visits to support their learning, such as to Chedworth Roman Villa or Colchester Castle. Topic work is neatly presented across the school, with some imaginative activities in Year 4 from pupils who have passports to 'fly' to Jamaica. There is not enough use of literacy or numeracy skills across the curriculum. This is partly as a result of too much emphasis being placed on commercial sheets that do not

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

promote extended writing. All Year 4 pupils learn the recorder and Year 3 learn a brass instrument. They enjoy performing before parents in a concert. One pupil confided, 'Postman Pat's harder than you think it is!' Pupils benefit from themed weeks such as 'Book Week' that was running during the inspection. A storyteller mixed elements of traditional song, myths and legend taking the Jamaican theme, a session which Year 3 and 4 pupils particularly appreciated. The curriculum for these pupils is often kept on too tight a rein, and does not offer sufficient scope for them to pursue their interests or present their work in imaginative ways.

Provision for special education needs is satisfactory, enabling pupils to make sound progress. Teaching assistants play a valuable role in supporting pupils. The school's caring ethos means pupils generally feel valued. There are useful links with outside agencies to receive additional advice and support.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher gives a good lead, driving forward improvement at an accelerated rate since returning from long-term absence. Termly 'Raising Attainment Plans' ensure all members of staff are focused on the key priorities. Regular pupil progress meetings hold them to account. Leaders have an accurate view of the school's strengths and what needs to improve further, although not all leaders take a full part in monitoring the quality of provision. This is partly because they have not had enough time in lessons to observe other colleagues teaching. Governors support the work of the school and are increasingly aware of where they need to take action to bring about improvement. New appointments to the governing body have added strength and rigour through their expertise, but monitoring arrangements are too informal at present for governors to hold the school fully to account.

The school engages well with parents, keeping them well-informed and involving them as partners in their children's education. Almost 40 parents are listed on the school's single central record as fully checked volunteers. Safeguarding arrangements all meet requirements with minor administrative areas to improve. The school is inclusive, and makes new pupils feel welcome quickly, but discrepancies in the quality of provision in different key stages mean that its promotion of equality is satisfactory overall. The school has effective links with different groups locally, especially parents, and a good understanding of its immediate community. The promotion of community cohesion at a

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

national and global level is at an early stage.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Early Years class with a wide range of skills and abilities a little below what is typically expected, especially in communication, language and literacy and personal and social development. They make very rapid progress because of outstanding provision, often meeting and sometimes exceeding the early learning goals by the end of the Reception year. Excellent leadership and management has built a highly skilled team of practitioners who know children extremely well, and who use assessment particularly effectively to gain a full understanding of their progress. Staff provide a vibrant and exciting curriculum based on children's own interests and aspirations, and take every opportunity to promote their learning. For example, some children made a 'dinosaur world' using models and coloured water and staff obtained dinosaur skeletons to help them understand more about them. Parents take a full part in supporting their children, and have open access to their records, as well as contributing to them from home.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

About a third of parents returned questionnaires and all agreed that their children enjoy school, are safe, make enough progress, are well taught and their needs are met. They felt they were kept well informed about their children's progress. A very few parents had concerns about the way behaviour is managed. Inspection findings are that this is generally good and pupils behave well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Paddocks Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 133 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	68	10	29	0	0	0	0
The school keeps my child safe	23	66	12	34	0	0	0	0
The school informs me about my child's progress	12	34	23	66	0	0	0	0
My child is making enough progress at this school	14	40	20	57	0	0	0	0
The teaching is good at this school	19	54	16	46	0	0	0	0
The school helps me to support my child's learning	17	49	18	51	0	0	0	0
The school helps my child to have a healthy lifestyle	15	43	20	57	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	49	16	46	0	0	0	0
The school meets my child's particular needs	15	43	20	57	0	0	0	0
The school deals effectively with unacceptable behaviour	15	43	16	46	3	9	0	0
The school takes account of my suggestions and concerns	14	40	18	51	0	0	0	0
The school is led and managed effectively	19	54	16	46	0	0	0	0
Overall, I am happy with my child's experience at this school	20	57	15	43	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 March 2010

Dear Pupils

Inspection of Paddocks Primary School, Newmarket CB8 0DL

Thank you for helping us when we visited your school. Your school gives you a satisfactory education. Here are some of the things it does well.

You behave well and show consideration towards one another.

You have a good understanding about keeping safe at school and in the community.

You go on interesting trips, including a residential visit, to enhance your learning.

You benefit from visitors to school, including the recent storyteller during Book Week.

The school has a friendly atmosphere and is caring towards you.

The school works well with your parents, who are very supportive.

Children in Reception get off to a cracking start in their education.

We think the pupils in Years 3 and 4 could do better so we have asked your teachers to make sure that you are given challenging work to enable you to make good progress in writing and mathematics. We want you to make more use of the shared area so you have extra space to work in, and for it to be a more attractive place. We want you to have more opportunities to present your work in different ways and to be able to pursue your own interests around a topic. You can help by telling your teachers what you have found out.

We have asked your school's leaders to spend more time checking how things are going, especially in lessons. We want them to make sure there is a common approach to setting targets, so you know exactly what you have to do to improve. We have asked governors to get more involved in finding out about the school's work so that they can be sure everything is running smoothly.

Thank you once again for making us welcome. Our best wishes for the future.

Yours sincerely

Nick Butt

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.