

Paddox Primary School

Inspection report

Unique Reference Number	130885
Local Authority	Warwickshire
Inspection number	341050
Inspection dates	4–5 March 2010
Reporting inspector	Michael Merchant

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Mr S Timpson
Headteacher	Miss B E Oakes
Date of previous school inspection	21 November 2006
School address	Fareham Avenue Rugby CV22 5HS
Telephone number	01788 572340
Fax number	01788541659
Email address	admin2625@we-learn.com

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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

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Introduction

This inspection was carried out by four additional inspectors. The inspectors spent the large majority of their time looking at learning, visited 20 lessons and observed 13 teachers. They held meetings with governors, staff and groups of pupils. They also talked to some parents and carers who were present at the start and finish of the school day. They observed the school's work, and looked at its improvement plan, data on pupils' progress, records of the monitoring of the quality of teaching, and a range of school policies. They also analysed questionnaires received from 220 parents and carers and 232 pupils.

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

- pupils' attainment and progress, particularly more able pupils, boys and those with special educational needs and/or disabilities
- how well the teaching takes account of the needs of groups and individuals particularly boys and more able pupils and how well teachers help all pupils to improve their work
- how consistently well teachers check the progress of different groups of pupils in each year group and how well they inform them about what they need to do to improve their work
- the effectiveness of school leaders in checking attainment, progress and teaching and fostering improvements in the outcomes for all pupils.

Information about the school

This school is much larger in size than most other primary schools. The very large majority of pupils are of White British heritage and the proportion of pupils who speak English as an additional language is much lower than is typically found. The number of pupils eligible for free school meals is well below average. The proportion of pupils identified as having special educational needs and/or disabilities, mainly moderate learning difficulties, is below average as is the number of pupils with a statement of educational needs. The school achieved the Healthy Schools award in 2007. There are two Reception classes in the Early Years Foundation Stage. The school has major building works at the moment, and these include a new outdoor area for pupils in Reception.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school which has made exceptional progress in all aspects of its work since the last inspection.

Pupils join the school in Reception with attainment that is just above that expected for their age. By the end of Year 6, attainment have risen considerably. This has been very high in national tests for the last three years. This represents outstanding progress and achievement from their starting points and nearly all pupils meet or exceed their challenging targets. Pupils' personal skills are outstanding as is their spiritual, moral, social and cultural development. They have a high regard for both their classmates and for the adults who work with them. Pupils display an enviable generosity of spirit, support a range of national and global charities and are always concerned, through their Eco-School work, to take care of the environment. Staff have created a school in which all pupils get on well together. A very positive atmosphere permeates the school and relationships are exceptionally strong.

One reason for the school's success is the drive and ambition of the headteacher, which is shared by all staff and governors. In addition to this clear and purposeful leadership, several factors contribute to the pupils' very high standards and achievement.

Teaching is outstanding and makes a significant contribution to pupils' impressive rates of progress. Teachers have very good subject knowledge, give clear explanations and plan their lessons well. Teachers use assessment criteria skilfully to encourage learning, to analyse and improve performance, and to set challenging targets for individual pupils. Pupils come to school ready to learn and are eager to contribute to lessons. Their exemplary behaviour means that lessons are rarely disrupted and can be conducted at a good pace and in a positive climate.

All pupils, at whatever level of ability or need, are very well cared for and guided watchfully through the school.

The headteacher and her senior team rigorously monitor all areas of the school's work and this results in impressive improvements to teaching, learning and the standards achieved by learners. Governors hold the school to account well. The school uses its resources and accommodation imaginatively and efficiently and offers outstanding value for money.

The curriculum ensures that learning is very meaningful and great fun. It usually matches pupils' needs extremely well, but occasionally the work planned is not fully matched to their capabilities. In addition not enough is done to make links between subjects clear. This sometimes holds back the development of pupils' independent learning skills as, for example, it restricts opportunities for them to use initiative and

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curiosity in pursuing lines of research and enquiry that cross subject boundaries. There is a strong sense of teamwork and pride in what has already been achieved, coupled with a total absence of complacency. School self-evaluation is highly accurate. Most importantly, the school knows exactly what to do further to sustain its journey of excellence and this, together with the successful action leaders have taken to ensure improvement since the last inspection, means the capacity to improve further is outstanding.

What does the school need to do to improve further?

- – Improve the curriculum by:
 - making sure there is a consistently sharp match between work set and the different abilities of pupils
 - strengthening the links between subjects, in particular to enhance pupils' skills of independent learning through research and enquiry.
- A realistic time scale for meeting these objectives is by December 2010.

Outcomes for individuals and groups of pupils**1**

Pupils greatly enjoy school, grow in confidence and develop very positive attitudes to learning, and the work seen by inspectors in lessons confirms the overall picture of excellent and improving progress. Pupils achieve highly because most teachers expect much of their pupils and explain complicated ideas well. In an outstanding numeracy lesson in Year 5, pupils were learning at an exceptional pace because of the challenging tasks set. There is very little difference in the progress made by the various groups of pupils, because the school is very conscious of their needs. For example, the work is made interesting for boys and the school mostly works very effectively to support pupils with special educational needs and/or disabilities and to fully challenge those who enter the school with particularly high levels of attainment.

Pupils enthusiastically and knowledgeably explain the value of adopting healthy lifestyles and the need for exercise, reflecting the Healthy Schools award that the school has gained. They have a very well-developed understanding of right and wrong and an appreciation and enjoyment of the wonders of life around them. Pupils have an excellent understanding for their age of how to be safe in the community. They eagerly take advantage of the many opportunities to participate in the community and are well informed about other peoples' needs. They relish responsibility and this is shown through the mature attitude of the school council, the use of playground buddies and the pupils' eager participation in imaginative and thought-provoking assemblies. Pupils develop impressive social and interpersonal skills and relish working collaboratively. This, together with high standards in the key skills in English and mathematics, means that they are very well prepared for the next stages of their lives.

These are the grades for pupils' outcomes

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

How effective is the provision?

The carefully planned curriculum contributes strongly to pupils' learning because the interests of pupils are very well met. The curriculum strongly supports pupils' personal development through very effective personal, social, and health education, and there is an excellent focus on using visits to widen pupils' life experiences. In particular, the arts and music are very well promoted. However, the school recognises the need to plan carefully to ensure stronger links between subjects. and to make planning for different abilities consistently sharp. Parents and carers agree that children are looked after very well. Induction programmes are outstanding for those who arrive throughout the year and those starting in Reception. Child protection procedures are rigorous and the care for vulnerable pupils is outstanding. Excellent links with specialists help pupils with their learning, social skills and emotional development. Support for pupils with special educational needs and/or disabilities is especially strong and helps them to make excellent progress.

Typically, lessons are fast paced and fun. Teaching is lively, tasks and concepts are clearly explained, and activities are carefully designed to challenge the pupils to learn at a swift pace. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. Effective use of 'talking partners', drama, role play and letter and sounds (phonics) activities help pupils make rapid progress in their speaking and writing. Where teaching occasionally falls short of outstanding,

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

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opportunities are missed to challenge pupils through active learning matched sharply to their abilities. The school has set up very thorough systems to check on pupils' progress and these are used very well to ensure that none is in danger of falling behind and to enable teachers to consistently set the next steps for each pupil's learning. Pupils are very well aware of how to improve their work.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strong and clear sighted leadership and management are at the heart of the school's success. The headteacher works tenaciously to improve pupils' educational opportunities. She communicates her high expectations persuasively to staff so that all have a shared sense of direction and feel part of a successful team. Leaders check the school's performance rigorously, offer constructive advice and training and use their highly effective teachers very well to extend and share good practice. In this way, the quality of teaching and learning is rapidly improving. A climate has been created where everyone is trying hard to make the school even better. Consequently, teamwork is strong, staff morale is high and pupils' progress is accelerating. Members of the senior leadership team and the subject leaders fulfil their responsibilities very well. There is no hint of complacency and there is a determination from staff at all levels to sustain and build upon the many gains of recent years. The school promotes complete equality for all pupils through its sophisticated monitoring and exemplary support.

The governing body fulfils all legal requirements and gives good attention to the welfare of pupils and staff with all safeguarding arrangements found to be effective at the time of the inspection. It holds the school to account well for its work, and systems for evaluating the effectiveness of initiatives are increasingly robust. Leaders have worked tirelessly to ensure that pupils are developing into caring citizens who respect and value the views of others and that a set of common, shared values is embedded in every child. Community cohesion is good and the school is developing effective ways of widening pupils' experience of the range of cultures present in Britain today.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	1

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Good provision for the Reception classes enables children to achieve well and develop good independence. Children love coming to school and parents are very appreciative of the good start that their children receive in the Early Years Foundation Stage. Staff have created a safe, attractive environment in which the needs of all children are well met. Teaching is good. Children make good progress from their starting points. This is because a team of well-qualified adults support the children skilfully by asking focused questions to develop their understanding. There is a good balance of activities led by adults and those from which children can choose. Children are developing excellent social skills because they are making choices and fostering independence through working with others. All adults make observations of children and carefully assess their learning. There is, however, an absence of a coordinated approach to using the indoor and outdoor learning areas. The school is aware of this and is to review and improve this aspect of the provision in the near future once building works allow. The Early Years Foundation Stage leader provides good leadership to her team. She has a very secure understanding of the early years' curriculum and constantly reviews her practice to ensure that all children receive high quality care and support.

These are the grades for the Early Years Foundation Stage

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

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Views of parents and carers

The school and its headteacher clearly enjoy the confidence and support of those parents and carers who returned the questionnaire. A number of individual comments reflected the good quality care, support and guidance given to pupils, particularly to those with special educational needs and/or disabilities, and the high academic standards reached by pupils. The inspectors agree with these views. A very small minority of parents and carers raised concerns regarding instances of inappropriate behaviour. Inspectors found behaviour in class and around the school to be impeccable, however. A higher proportion of parents and carers felt that the school could keep them better informed about their child's progress and to involve them more in decisions that are taken at school. Inspectors agree with these views and the school recognises that it can do more to communicate more effectively with parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Paddox 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 220 completed questionnaires by the end of the on-site inspection. In total, there are 415 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	50	106	48	5	2	0	0
The school keeps my child safe	113	51	105	48	0	0	0	0
The school informs me about my child's progress	44	20	142	65	30	14	2	1
My child is making enough progress at this school	79	36	129	59	8	4	0	0
The teaching is good at this school	100	45	114	52	1	0	0	0
The school helps me to support my child's learning	59	27	135	61	21	10	2	1
The school helps my child to have a healthy lifestyle	60	27	142	65	9	4	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)	43	20	139	63	13	6	4	2
The school meets my child's particular needs	65	30	141	64	5	2	0	0
The school deals effectively with unacceptable behaviour	49	22	142	65	11	5	2	1
The school takes account of my suggestions and concerns	42	19	135	61	19	9	2	1
The school is led and managed effectively	87	40	118	54	5	2	0	0
Overall, I am happy with my child's experience at this school	101	46	109	50	3	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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 Paddox Primary School, Rugby, CV22 5HS

Thank you all for the warm welcome you gave to us when we visited your school recently. What a lovely two days we had. We enjoyed meeting and talking to you. Paddox Primary School is outstanding and you are right to be proud of it. Here are some of the really good things we found out about it.

Your personal development is outstanding. You behave impeccably around the school and in your classes and you look after each other so well. You relish working in groups and helping each other to learn and you readily help your classmates when they find things difficult. You make excellent progress as you move through the school and your achievement is getting better all the time. By the time you leave at the end of Year 6, you reach standards in all your subjects that are very high compared to those in most other schools. This is because your teachers teach you very well and you also work very hard. Your teachers and teaching assistants take excellent care of you. You told us they make sure that everyone feels safe and secure. They also give you a lot of advice about how you can improve your work. Your headteacher and all your other teachers know exactly how to make sure that your school continues to stay outstanding.

To help you to do even better, we have asked your school to do the following:

- make sure work that is planned for you is not too easy or too hard, but always just at the right level of challenge
- make clear the links between the subjects that you study and give you more opportunities to learn more things on your own.

Please continue to work hard and keep helping your teachers to make sure that Paddox Primary continues to be an outstanding school in which to learn. I send you my best wishes for the future.

Yours sincerely

Michael Merchant

Lead inspector

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