

Paget Primary School

Inspection report

Unique Reference Number	103240
Local Authority	Birmingham
Inspection number	355344
Inspection dates	25–26 November 2010
Reporting inspector	David Driscoll

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Fiona Etheridge
Headteacher	Victoria Nussey
Date of previous school inspection	18 June 2008
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Introduction

This inspection was carried out by three additional inspectors who observed 17 lessons taught by 8 teachers. They held meetings with groups of pupils, parents, staff and members of the governing body. Inspectors observed the school's work and looked at records of pupils' progress and attendance, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by staff, pupils and 68 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is the improvement in achievement seen in National Curriculum results between 2008 and 2010 continuing?
- Are pupils in Years 1 and 2 making sufficient progress in reading?
- Are the school's leaders identifying any underlying causes of differences in achievement by pupils from different ethnic groups and taking appropriate steps to tackle them?
- Are pupils being given enough opportunities to learn about the cultural diversity in Britain today?

Information about the school

This average sized primary school serves an urban area. Around two in every three pupils are known to be eligible for free school meals, a very high proportion. The majority of pupils come from a White British background, with small numbers from many other ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average.

Three teachers and one member of the senior management team were absent on a visit to another school during the inspection. The governing body manages a breakfast club which is open each school-day morning. There is also an after-school club and provision for pre-school children on the same site, but this is privately managed and subject to a separate inspection.

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

Paget Primary provides a satisfactory education for its pupils. Its strengths lie in the effective care, guidance and support that pupils receive, that result in many aspects of pupils' personal development being good. Pupils feel very safe, and are very safe, at school. They have a strong moral code that shows in their good behaviour both in and out of lessons. This is helped by teachers' good discipline and the expectation of best behaviour that is consistently reinforced across the school. Pupils get on well with those from other backgrounds, and work co-operatively in groups or pairs. They find learning about others fascinating and have a well-developed understanding of the cultures represented in Britain today. Pupils know how to keep fit and healthy. They make healthy choices at lunchtime and regularly participate in many sporting activities. They are very keen to take up the many opportunities for responsibility in school. The school council is particularly strong.

Academic outcomes are satisfactory. Achievement has improved each year since the school was last inspected, and is continuing to improve. Children start the Early Years Foundation Stage with knowledge, skills and understanding that are below the levels expected for their age. They make good progress and start Year 1 with attainment that is broadly average. Progress from then on is satisfactory, so attainment is average by the time pupils leave Year 6, although there are differences between the attainment of some groups of pupils from different backgrounds. Pupils usually make good progress when working in groups that are directly supervised by an adult. Progress slows when pupils are working on their own, or in groups without an adult, because some pupils lose concentration. Teachers do not always keep a close enough check on pupils in order to intervene and refocus their attention in such situations. The most able pupils also do not always make as much progress as they should in lessons. They sometimes find the work easy, or have to wait for others to catch up before being moved on to learn something new.

The senior management team have an accurate picture of the strengths and weaknesses in teaching. The actions they have taken to improve pupils' progress have proved effective. Weaknesses in mathematics and reading, for example, have been successfully tackled and pupils' progress is now satisfactory and continuing to improve. The progress of individual pupils and of classes is tracked well. While senior staff are aware of differences in attainment between different groups, they have not always followed these up, through further data analysis or lesson observations for example, to understand why such differences exist. The school has satisfactory capacity for further improvement. The school's own evaluation of its performance is broadly accurate, but most of the monitoring and evaluation activities are carried out by the senior management team, while the role of middle managers and members of the governing body in this respect is underdeveloped.

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What does the school need to do to improve further?

- Improve the progress of pupils to a good level by ensuring:
 - that teachers check that pupils are always engaged when not working under the direct supervision of an adult
 - that interventions by Early Years Foundation Stage staff in activities that are initiated by the children themselves are fully effective
 - that data are analysed more effectively and used alongside lesson observations to understand and address the causes of differences in attainment between different groups of pupils.
- Improve the progress made by the most able pupils by ensuring that the work they are given is consistently challenging and that they are moved on to new tasks as soon as their understanding is secure.
- Improve the role played by members of the governing body and middle managers in monitoring and evaluating the work of the school.
- Up to 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 enjoy learning, especially the start of lessons and the opportunities they are given to tackle real life problems. In one lesson observed, for example, pupils were learning how to use timetables. They relished the opportunity to set up their own schedules for evening television or to timetable the 'Paget Express' train. In other lessons observed, pupils often concentrated well, and this was always the case when they worked with a teacher or another adult. However, when working on their own or in groups, many pupils lose concentration and focus. They chat quietly or daydream and the pace of their work slows. In other ways pupils demonstrate good levels of independence, for example choosing and organising their own resources. Attainment is steadily improving as pupils make better progress. The proportions of pupils reaching the nationally expected levels of attainment are now at the national average, however, the proportions reaching higher levels lag slightly behind. Pupils with special educational needs make satisfactory progress overall.

Pupils are friendly, polite and respectful towards adults. They trust their teachers to take care of them, and know that any concerns raised through other systems, such as the 'worry box' will be taken seriously. Members of the school council are rightly proud of their achievements and responsibilities, such as attending the governors' finance committee meetings to put forward pupils' ideas for improvements. Pupils are also active in improving the local community, through planting trees or as individuals writing to the council to demand the reinstatement of bins after the original ones were vandalised. Attendance is improving again after a dip in recent years and is satisfactory.

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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	2
The extent to which pupils contribute to the school and wider community	2
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	2

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

How effective is the provision?

Lessons always get off to a good start. The topics or themes that teachers choose are interesting, so pupils' interest is sparked. The initial activity is brisk and clearly explained, so pupils do not spend too long just listening to the teacher. They then move quickly to their groups, ready to work. Teachers make good use of information from assessments to set tasks that are well matched to ability for low and middle ability pupils. Work for more able pupils is too easy at times. After such a good start though, learning begins to slow for some pupils as the lesson continues. Teachers and teaching assistants each tend to work with one group of pupils, who subsequently make good progress in the lesson. However, the progress of the other groups is not checked sufficiently frequently to ensure that all are engaged or that the most able have not finished and are simply waiting for the next task. Books are marked with good frequency and pupils know what they need to do to improve.

One of the reasons that pupils get on so well with one another is because the curriculum provides them with plenty of opportunities to learn about the backgrounds of their peers, who represent a microcosm of the different cultures represented in Britain today. The school has recently revamped its entire curriculum to provide a greater focus on learning within an international context. This is proving popular with pupils but has not been in place long enough for its impact to be fully felt across the school. The curriculum provides

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a suitable breadth and balance of experiences. Sporting activities in particular make good use of partnerships with local clubs and schools in order to promote healthy lifestyles.

Pupils respond well to the many rewards on offer. These include the 'Paget Pound', which is awarded to whole classes and is very effective in teaching pupils about collective responsibility. A class cannot earn a 'Paget Pound' if one member lets the side down, so all try to do their best to support each other. It also promotes responsibility and decision making. The class decide how to spend their 'Paget Pounds' from a shopping list which includes extra time on computers, or, if pupils have saved up their 'Paget Pounds', a trip away. In these ways pupils are helped to learn about economics. The school takes good account of pupils' views. Staff carefully monitor the well-being of pupils whose circumstances make them vulnerable, and actions to support them are well-targeted. The school can point to examples where their actions have made a real difference to individual pupils. Attendance is improving, partly because of the effectiveness of the breakfast club, which provides a welcoming, healthy and fun start to the day.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school is moving forward as a result of good leadership from the senior management team, which has instilled a strong team spirit among staff. Areas for improvement are identified well, and actions taken are invariably successful. For example, pupils' progress in reading was slowing in Years 1 and 2, but the school took effective actions and progress in reading is now slightly better than that in writing and mathematics. However, the school's drive for improvement remains satisfactory because members of the governing body and middle managers do not play a full enough part in monitoring or evaluating its work. Members of the governing body ensure that statutory requirements are met, and that the school provides satisfactorily for safeguarding. The senior management team have carried out a detailed analysis of pupils' needs in terms of community cohesion, and planned actions are skilfully woven into the school development plan. The use of visiting speakers and performers, and promoting learning from the pupils' own varied backgrounds are particularly good. The staff take a strong line on tackling discrimination, resulting in a harmonious atmosphere pervading the school. The school has identified gaps in attainment between pupils from different backgrounds, but provision for equality is only satisfactory because they have not yet fully identified the causes.

Engagement with parents and carers is good. There are particularly good lines of communication for parents and carers of pupils with special educational needs and/or disabilities, so they are kept fully up to date with how the school is supporting their child's

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progress. The same is true of parents and carers of children whose circumstances make them vulnerable. The school makes good use of a wide range of agencies to provide support for parents and carers that would not be otherwise available.

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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Outcomes are improving rapidly as a result of good leadership and management that are well-focussed on identifying and tackling any areas of weakness. The good progress that children make is a result of good teaching and a varied and interesting curriculum. On the first morning of the inspection, for example, the whole of the Nursery and Reception classes went to a local park to test the kites they had made as part of their 'up and away' topic. This was then linked very well to work they did the following day, using music and movement to explore the same theme. Personal and social development is particularly strong. Praise is used very well in this respect. All were given a sticker one morning for their outstanding participation in the previous day's assembly, which they led. The children were notably proud of what they had achieved and their self-esteem was boosted. They quickly learn the importance of having, and following, rules.

Assessment is frequent and accurate, so all staff know what stage an individual child has reached in their learning. The assessments are not used to decide upon targets for the next step that each child may make, which limits the effectiveness of interventions by staff in activities that are initiated by the children themselves. This is especially the case where children are less confident to approach adults. However, staff question pupils well and are particularly effective in promoting children's language skills. Both the indoor and outdoor areas provide stimulating environments in which to learn, although they do not fully reflect children's backgrounds. There is a very good mix of activities led by the teacher and those initiated by the children themselves, leading to a great sense of enjoyment. Parents and

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carers are very happy with the provision, and especially the support for children with special educational needs and/or disabilities.

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

Views of parents and carers

Parents and carers are very happy with all that the school provides. There were very few comments, and no particular pattern in the few concerns raised. Parents and carers were particularly positive about the care provided by the school, the teaching and the progress made by pupils. They were slightly less positive about the way that poor behaviour is managed. Inspectors found that the school provides good quality care for pupils, which results in their good personal development. Teaching and progress are improving, but have not yet reached a good level. Behaviour was observed in lessons and around the school, and was found to be consistently good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Paget 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	69	17	25	0	0	2	3
The school keeps my child safe	44	65	22	32	0	0	1	1
My school informs me about my child's progress	37	54	27	40	1	1	1	1
My child is making enough progress at this school	40	59	25	37	1	1	1	1
The teaching is good at this school	37	54	30	44	0	0	1	1
The school helps me to support my child's learning	34	50	30	44	1	1	1	1
The school helps my child to have a healthy lifestyle	38	56	27	40	1	1	1	1
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)	22	32	29	43	1	1	1	1
The school meets my child's particular needs	35	51	29	43	1	1	1	1
The school deals effectively with unacceptable behaviour	28	41	31	46	5	7	1	1
The school takes account of my suggestions and concerns	23	34	37	54	1	1	2	3
The school is led and managed effectively	34	50	30	44	0	0	2	3
Overall, I am happy with my child's experience at this school	44	65	20	29	0	0	2	3

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



29 November 2010

Dear Pupils

Inspection of Paget Primary School, Birmingham, B24 0JP

Many thanks for all the help that you gave us when we visited your school. We were very impressed by your good behaviour and friendly welcome. You, and your parents and carers can be very proud of how well mannered you all are. You told us that you feel safe in school, and that you get on well with your teachers. We agree. Your teachers all take good care of you, and you all get on very well with one another. You like learning about each other's backgrounds, so you have a good understanding of how others live their lives. You know how to keep fit and healthy, and are very keen to do as many jobs as possible in school. Your school council is very impressive.

We found that you are getting a satisfactory education. The youngest children get off to a good start in Nursery and Reception. The rest of you make steady progress in English, mathematics and science and leave school with results that are similar to pupils in other schools. Some of you do well, but for others progress is a bit slower. We have asked your teachers to make sure that the most able among you are always given work that is hard enough, and that they do not have to wait for others to catch up before moving on to a new task. We have asked your headteacher to find out why some of you do better than others. We know that it is sometimes because you do not concentrate when you are working on your own, so we have asked your teachers to check that you are working more often. You can help, by not letting your mind wander when you should be working. We have also asked the teachers in the Nursery and Reception to make sure that all the children are helped to join in as much as possible. You told us that you like coming to school and learning. We can see why. Your teachers are good at giving you interesting things to do, which helps you to enjoy your lessons.

Your school is getting better each year. The headteacher and other senior managers know what needs to be improved, and what to do to make them better. We have asked some of the other teachers and the members of the governing body to help them, so the school can improve even more quickly.

Yours sincerely

David Driscoll
Lead inspector

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