

# Paget Primary School

Paget Road, Pype Hayes, Birmingham, B24 0JP

**Inspection dates** 12–13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good a good school

- The teaching is good, and almost all pupils make good progress and achieve well, including those who are disabled or who have special educational needs and those for whom the school receives extra funding,
- Children make good progress in the Early Years Foundation Stage as a result of good teaching and well-focused support.
- Pupils' behaviour, both in and out of lessons, is good. Pupils are polite, friendly and know how to keep safe.
- School leaders have been successful in their efforts to improve the quality of teaching. This good teaching has helped improve pupils' achievement.
- The headteacher is relentless in her drive for continual improvement. She is supported well by the senior leadership team.

### It is not yet an outstanding school because

- There is not enough outstanding teaching and occasionally some lessons require improvement.
- Although pupils achieve well, attainment in reading, writing and mathematics is average.
- The governing body does not gather enough evidence of its own, through monitoring, in order to be able to hold the school to account for its performance.

## Information about this inspection

- Inspectors observed teaching in all classes. They visited 16 lessons.
- The inspection team held meetings with governors, staff, pupils and a representative of the local authority. They also talked to a number of parents as they brought their children into school.
- The team observed other work of the school, including plans for improvement, recent reviews of the school's provision, safeguarding information, assessment records, attendance information and the school's checks and information on pupils' progress.
- Account was taken of the 15 questionnaires completed by members of staff. There were no results available from the online Parent View survey as insufficient responses had been made.

## Inspection team

Gavin Jones, Lead inspector

Additional inspector

Suha Ahmad

Additional inspector

## Full report

### Information about this school

- This is an average-sized primary school. It has provision for children in the Early Years Foundation Stage in one Nursery and two Reception classes. There are 23 children attending part-time in the Nursery.
- The majority of pupils are of White British heritage. There is a higher than average proportion of pupils from minority ethnic backgrounds and an above-average proportion who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion of pupils who are supported through school action plus or with a statement of special needs is above average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for looked after children, pupils eligible for free school meals and children of service families, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body manages a daily breakfast club.
- There have been seven changes in teaching staff since the last inspection.

### What does the school need to do to improve further?

- Eliminate teaching which requires improvement and ensure that good teaching becomes outstanding in order to accelerate pupils' learning further by:
  - providing opportunities for teachers to see outstanding teaching both in this school and within the local consortium of schools
  - ensuring that teachers encourage pupils to check their own and each other's work more effectively, using the type of marking and feedback given to them by their teachers
  - developing pupils' ability to work by themselves and to be able to check their own progress in lessons.
- Raise attainment in reading, writing and mathematics by:
  - improving the teaching of reading, especially when pupils are faced with more difficult texts, and evaluating the recent initiatives in teaching phonics (the links between letters and sounds)
  - monitor the impact of recent initiatives to improve writing and, where necessary, make adjustments to teaching and learning in order to make further improvements
  - developing pupils' problem-solving skills and their ability to apply their basic knowledge and understanding to more open-ended investigations.
- Improve the effectiveness of the governing body in holding school leaders to account for the quality of teaching and pupils' achievement by:
  - creating a governors' development plan which includes an annual timetable for monitoring
  - strengthening links between subject leaders and governors who have oversight of particular subjects.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills and knowledge well below those expected for their age. This is particularly the case in their communication, social and emotional development. They settle quickly into the very nurturing environment of the Nursery and Reception classes and make good progress.
- Previous weaker teaching has meant that there has been a legacy of some underachievement in previous years. The leadership of the school has been at pains to put in additional support so that pupils catch up previously lost ground.
- Although pupils in Year 1 last year were below average in the national test of phonics (the links between letters and the sounds they make), the school's changes in teaching this aspect of reading has had a good impact. Pupils in classes across the whole of Key Stage 1 are grouped by ability for phonics teaching on four days a week and teachers are able to direct their teaching more accurately at pupils, ensuring better progress is now being made. This is in addition to other daily class phonics teaching. Pupils' phonic skills are now broadly average. However, pupils do not always have sufficient skills to tackle harder texts with sufficient understanding.
- In mathematics, pupils' attainment is average. Although their recall of number facts is good, they do not always make best use of this to solve problems. In a mathematics lesson for the oldest pupils, there were high levels of involvement in the initial activities, where the pace of learning was brisk. Pupils are quick to remember number facts and increasingly able to explain strategies for their calculations. Previous learning is carefully reviewed and explanations of new learning are clear.
- Disabled pupils, those who have special educational needs, and those learning English as an additional language, make similar good progress to that of their classmates. This is because the leader for special educational needs understands their needs well and provides, with the learning support assistants, learning activities which meet pupils' needs. As a result, some pupils reach standards expected of all pupils nationally.
- The achievement of most pupils known to be eligible for pupil premium funding is good overall. The funds have been used for a range of activities supporting pupils' achievement and their personal development. The use to fund one-to-one support and extra help for pupils with special educational needs has ensured that the gap between their achievement and pupils nationally is being closed.
- Although pupils make good progress, their attainment is only broadly average in writing. The school has implemented a range of initiatives to improve attainment and, although early days, some are beginning to show positive impact. For example, the school has introduced new arrangements whereby pupils discuss their ideas for writing in some detail before they put pen to paper. However, the subject leader has not checked to see what needs to be done further to continue this improvement.

### The quality of teaching is good

Teaching is good overall and has improved since the last inspection. The inspection evidence

and the school's own monitoring confirm this.

- Teachers have good relationships with their pupils and, as a result, most lessons are typified by effective management of pupils. This supports a calm and purposeful feel to lessons, without the need for constant adult intervention.
- In most lessons, careful planning, clear learning objectives and a range of challenging activities typified teachers' preparation. During lessons, they made good use of information and communication technology to motivate learners and focus their attention.
- Support staff work closely with teachers and are especially effective when they are given specific groups to work with during starter activities.
- Teachers have accurate information on how well pupils are doing. They make good use of this in planning lessons to match work to pupils' differing abilities. This information on pupils' progress is also used by teachers and leaders to check where further support is needed.
- Teaching is best where there is a lively and enthusiastic presentation, supported by well-chosen resources. These features were seen in a lower Key Stage 2 mathematics lesson in which there was a tangible buzz of excitement during a fast moving mental and oral activity, which prepared pupils well for the rest of the lesson which challenged all ability groups. This good teaching led to all groups of pupils making good progress and achieving well.
- On occasions, not enough opportunities are given for pupils to work independently with clear manageable tasks. When pupils are asked to work independently, teachers' explanations and the allocation of time are often not sufficient to allow pupils to complete the tasks
- Although teachers are good at questioning pupils to check their progress, this was not the case in the small number of lessons requiring improvement. Teachers did not re-shape their teaching to take account of the progress pupils were making. For example, in a lesson in which some pupils were uncertain about how to add up money, the class teacher had not checked that they needed coins to help with their calculations.
- Marking is generally good, as it helps pupils to see what they need to do to improve their work. It is slightly better in English than in mathematics. Pupils do not always show their teachers that they have read the comments and acted upon them. They do not have enough opportunities to assess their own work or that of their classmates.

### **The behaviour and safety of pupils are good**

- The vast majority of pupils behave well in lessons and around the school. Their good behaviour supports their learning well. The school has developed a 'Paget Pound' which groups and classes can gain by thoughtful and helpful behaviour. They then save their pounds for a class treat. This has been successful in improving overall behaviour.
  - There are many opportunities for pupils to extend their spiritual, moral, social and cultural awareness. For example, it provides pupils with opportunities to consider important values, which are modelled and explained by adults as pupils are encouraged to be good young citizens. Each month a different set of values becomes a focus.
-

- Pupils say they feel very safe in school, saying that adults look after them well. Parents confirmed this and said that the care the school took of their children and their good behaviour were key positive features of the school.
- Pupils respect each other's backgrounds and cultures and say that bullying is extremely rare. They are fully aware of the various forms of bullying, as it is often the subject of assemblies and class discussions.
- Pupils show good attitudes to their work. They try hard to please and respond to questions. They work well in groups, but do not always have enough opportunity or support in working independently.
- Attendance at the school is now at the national average and the school works successfully through the provision of breakfast club, for example, to provide a growing number of pupils with a good start to the day.

### **The leadership and management** are good

- The strong management of the performance of teachers has brought about improvements. Monitoring of teaching in lessons is sharply focused and identifies areas for improvement. The large number of changes in staff since the last inspection, has meant leadership having to constantly update training in order to maintain the drive to improve teaching.
  - The development of mathematics owes much to the work of the subject leader. She has provided teachers with training and re-written the scheme of work, to make it more applicable to the school's needs. The leader for English is only recently appointed and has not had time to monitor the success of recent initiatives such as the outcomes of the work carried out in improving pupils' phonic skills. The leadership of the Early Years Foundation Stage has supported year-on-year improvements in progress, while the leader for special educational needs has improved the accuracy of assessments and the effectiveness of support staff.
  - Priorities for the school's further development are the right ones and have been reached through accurate self-evaluation.
  - Systems to track pupils' progress have been successful in highlighting where individual pupils' needs lie and have led to the school being able to address them and ensure progress for all groups of pupils is gradually closing the gap between them and all pupils nationally.
  - The range of subjects and activities on offer is broad and increasingly creative, appealing to pupils' interest. For example, pupils explore Forest School activities at a local nature reserve, taking part in outdoor learning activities through first-hand experiences.
  - Discrimination in any form is not tolerated and is seldom seen. Diversity is celebrated through such festivals as Diwali, Chinese New Year and a range of Christian festivals.
  - The allocation of pupil premium funding has been used to raise attainment and improve the life skills of specific pupils. Pupils have been supported in going on educational visits, part-funding for additional support staff, additional music lessons and the provision of support for both families and children. This range of help has ensured that these particular pupils make the same
-

good progress as their peers and achieve well.

- School leaders and governors have a good understanding of safeguarding procedures. They adopt recommended good practice for ensuring the safety of their pupils and staff in all areas of the school's work.
- The local authority is supportive of the school but sees the school's main partnership for improvement as the local consortium of Erdington schools.

■ **The governance of the school:**

- The governing body knows what is happening in the school and whether it is good or not. Although some governors have had training in safeguarding, for example, there has not been a complete audit of their training needs leading to a specific plan for improving their skills. The governing body has not put into effect a complete plan with a time table for checking how successful the school is at improving teaching and pupils' achievement so that it can play a more strategic part in future planning. Although governors each have a link with an individual subject, they are not making best use of these links to improve their understanding of the school's provision and outcomes for the pupils. Governors know about the pupil premium and how it is put into effect, recognising that it helps to close the gaps between specific groups of pupils and others in the school. It knows the results of the performance management of teachers and confirms that the school recognises and rewards good teachers within the restrictions of its budget.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	103240
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	404861

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

<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 of pupils on the school roll</b>	283
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Etheridge
<b>Headteacher</b>	Victoria Nussey
<b>Date of previous school inspection</b>	25 November 2010
<b>Telephone number</b>	0121 4643902
<b>Fax number</b>	0121 464 2790
<b>Email address</b>	enquiry@paget.bham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 assesses 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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

