

Paget High School

Burton Road, Branston, Burton-on-Trent, DE14 3DR

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards are below average. Rates of progress in 2014, although now improving strongly, were too slow and the gap between disadvantaged students and their peers was too wide, particularly in mathematics.
- The quality of teaching is not consistently good enough to ensure that all students make good progress in all subjects.
- The quality of marking and assessment is inconsistent, so students do not always know how well they are doing or what they need to do to achieve their targets.
- Not all teachers check that students are acting upon the advice they give on how to improve further.
- The sixth form requires improvement. While standards are now rising, those students that enter the sixth form without having achieved a good pass in GCSE English or mathematics are not currently provided with courses that enable all to achieve success in these subjects.

The school has the following strengths

- Students are enthusiastic about their learning and behave well. They are polite and courteous and get on well together.
- Students say that the school keeps them safe and that they are very well informed about the potential dangers of modern life, so know how to keep themselves safe.
- The school provides well for disabled students and those who have special educational needs.
- The new headteacher, well supported by his senior team and by the governing body, has taken robust action to address previous underperformance. This is now showing an impact on improving the quality of teaching and raising achievement.
- The school's provision to ensure students' spiritual, moral, social and cultural development of students is outstanding. As a result, students have a very good understanding of modern British values, and say how much they value their diverse school community, where all are treated equally.

Information about this inspection

- The inspection took place during 'Community Week', where all students in Key Stage 3 were undertaking special activities to explore the history of their town and its increasingly diverse population. Therefore no formal lesson observations could take place, although inspectors observed the activities, which were led by the school's staff, particularly those based on science, art, design and technology and English. Year 12 also undertook special activities, including team building and a focus on careers. Year 10 students were out of school on work experience.
- Additionally, most of the evidence on the quality of teaching was taken from a scrutiny of students' work in English, mathematics, history, geography, religious education and modern foreign languages.
- The inspectors observed the school's work and looked at policies, the school's own assessment of its strengths and weaknesses and plans for development. They also looked at information about students' progress, minutes of governing body meetings, and safeguarding documents.
- The views of the 24 parents and carers who responded to the online questionnaire, Parent View, were taken into account, together with the school's own survey of parents' views. Inspectors also took individual communications from parents into account, as well as the 61 responses to the staff questionnaire.

Inspection team

Mary Davis, Lead inspector	Additional Inspector
Colin Lower	Additional Inspector
Kathryn Hobbs	Additional Inspector
Andrew Vind	Additional Inspector

Full report

Information about this school

- The school is an average-sized secondary school.
- The proportion of students who are from minority ethnic backgrounds is above average, the largest group being of Pakistani heritage. The proportion who speak English as an additional language is above average.
- The proportion of disabled students and those who have special educational needs is below average.
- The proportion of students supported through the pupil premium, which provides additional funding for looked-after children and those known to be eligible for free school meals, is average.
- Full- and part-time off-site alternative courses are currently provided for 29 students in Years 8 to 11 at Winhill ARC, Virtual Pupil Referral Unit, Uttoxeter Pupil Referral Unit and Curzon Street.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- The school has undergone some turbulence in staffing over the past two years, particularly in English. A new curriculum leader for English has been in post since the start of the academic year. The headteacher has also been in post since September 2014, having previously been deputy headteacher.
- The school runs an orchard and farm, including a falconry, on the school site, which provides outreach support for students from the local pupil referral units and from local primary schools.

What does the school need to do to improve further?

- Improve the quality of teaching so that all students make rapid progress in all subjects, particularly in mathematics, by ensuring that:
 - teachers' marking consistently informs students how well they are doing and what they need to do next in order to reach their targets
 - teachers check that students act upon this advice to improve their work.
- Establish courses that fully support those who enter the sixth form with lower prior attainment, to ensure that they are able to achieve appropriate qualifications in English and mathematics.

Inspection judgements

The leadership and management are good

- The new headteacher has been quick to act to address the slow rates of progress that occurred in 2014. He has been relentless in his drive to ensure that progress is now the primary focus for all staff. This change of emphasis has had a dramatic impact on the progress rates of the current Year 11 cohort. Consequently, the headteacher is creating a culture where teaching is improving and where students behave well.
- The senior leadership team provides good support in the drive to raise achievement and to improve the quality of teaching. Strong systems have been established to check on teaching, with senior leaders holding subject leaders fully to account for the progress made in their areas of responsibility. Subject leaders meet regularly with their line managers and say that they are supported 'phenomenally' well by senior leadership. They, in turn, hold teachers to account for the progress made by their students. Those teachers experiencing difficulty undergo an intensive programme of support until they reach the school's high expectations. Leaders are relentless in ensuring that there is no inadequate teaching.
- Training is closely matched to teachers' individual needs and good practice is shared. As a result, the quality of teaching is improving and leaders are working to ensure a consistency of approach, particularly with regard to marking and feedback. This has included the introduction of a 'flight path' tracking system that is individually matched to each student to enable them to see more clearly how well they are doing.
- Leadership of the sixth form is good. Students value the individual support and mentoring they receive, and leaders check closely on the quality of teaching, which is also improving. Leaders have a clear understanding of issues that will raise achievement further and many improvements are already being addressed, for example a review of the qualifications that students need to join the sixth form and the current inconsistency in assessment and feedback.
- Leaders ensure that all students have an equal opportunity to succeed and that there is no discrimination. They have established an atmosphere of mutual respect and tolerance within the diverse school population. They have been particularly successful in raising the aspirations of students whose families have not previously experienced higher education, particularly girls of Asian heritage, by taking students and their parents to university open days.
- Leaders monitor the achievement of each individual student carefully and identify appropriate support in progress meetings. This includes mentoring for individual students and the provision of additional classes, such as well-attended Saturday morning classes, to ensure that all students receive the help they need to succeed. This has led to significant improvements in the achievement of the current Year 11 and 12 students.
- The curriculum is good. Students appreciate the wide range of subject choices they are offered that meet most of their needs and interests well. Learning is enriched by a variety of exciting events such as the highly successful 'Community Week' that took place during the inspection. This enabled students to research the history of their local area since VE Day in 1945 and to examine how the community has changed, including celebrating its current diverse population. Activities explored all the different cultures that make up the school community, including their food, dance and dress. These activities provided outstanding opportunities for students to develop their creativity, leadership and teamwork skills, promoting their excellent spiritual, moral, social and cultural development.
- Strategies to improve literacy have been effective, including the support provided for newly arrived students, particularly those from Eastern Europe, who are at an early stage of learning English. The school has used the Year 7 'catch-up' funding effectively to support the many students who start at the school with low basic skills in literacy and numeracy. Support for reading extends into Year 8 for those students who need extra help.

- Alternative provision is used effectively for a small number of students at risk of exclusion. Leaders maintain careful checks on their well-being, including their progress, behaviour and attendance. This has included use of the farm and orchard, which provides outstanding opportunities for students to learn how to take responsibility for the care of animals, raising their self-esteem. As a result of good support, students are enabled to continue their learning and to succeed.
- Students told inspectors how much they value the quality of independent careers advice they receive and the support that enables them to make appropriate option choices.
- Leaders have ensured that the behaviour and safety of students is a strength of the school. They have successfully worked to improve attendance and punctuality. A particular strength is the open way in which they inform students of the dangers of modern life, such as extremism, forced marriage, cyber-bullying and sexual exploitation. Thought-provoking displays around the school encourage students to seek help if they are concerned. Arrangements for safeguarding students are effective and meet statutory requirements.
- The school's leaders value the continuing support provided by the local authority, whose regular visits have supported leaders at all levels to address the issues that were preventing students from achieving their full potential. This has included commissioning a review of the school's work at the start of the academic year. Governors have valued the good support that has been provided to enable them to improve their practice.
- The additional funding provided through the pupil premium is being used effectively to support disadvantaged students. This is now having a dramatic impact on closing the gap between this group and their peers across year groups. Funding has also provided every eligible student with a pencil case and the relevant study guides so that they have the tools to learn.
- **The governance of the school:**
 - Governors are very knowledgeable about the school's work. They have sought and undertaken effective training, which has improved their ability both to challenge and support the school's leaders. Their ability to compare the school's performance to schools nationally has, in the past, been hindered as a result of focusing insufficiently well on rates of progress. They were therefore slow to identify that progress in English and mathematics over time has been too slow. They are now fully supporting leaders in their drive to address this.
 - Governors use their variety of expertise to good effect, checking on all aspects of the school's work and in particular, forming strong links with curriculum areas to develop first-hand experience of the quality of teaching. Governors are actively involved in ensuring that good teaching is rewarded and any underperformance is tackled robustly.
 - Governors are fully aware of the issues related to disadvantaged students and check closely that the pupil premium is now having a positive impact on closing the gap in attainment between these students and others in the school. The governing body ensures that staff and students are kept safe and that both staff and students are fully aware of the dangers that may face them, for example, from any extremism. They show great enthusiasm for ensuring that all groups of students, including girls from minority ethnic backgrounds, are fully included and able to achieve their potential.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of students is good. During the inspection they showed enthusiasm and excitement during the special activities that were taking place and were keen to work in teams, where they collaborated well and supported each other. They respond quickly to adults' instructions. They told inspectors that learning is rarely disrupted and that most teachers manage behaviour well.
- Movement around the school is calm and sensible and students are polite and courteous to adults. The school is a harmonious community. As one student commented, 'I value the school's diversity; we all get on well and are like a family.'

- There is no graffiti or litter and students present themselves well, most taking a pride in their work.
- Attendance levels are rising and persistent absence rates have fallen during the past academic year. Students are punctual to lessons. Leaders' close monitoring shows that the attendance of students on alternative provision is rising and the good support they receive has resulted in improved behaviour.
- The school manages students with behavioural difficulties well, including the close involvement of parents, and there is marked improvement in their behaviour over time. The use of the support centre, providing individual support and alternative provision, helps to ensure that exclusions are kept low and that those students at risk of exclusion are able to continue their schooling.
- Sixth-form students attend well and provide support for younger ones. They take a full part in the life of the school, leading activities and acting as good role models.

Safety

- The school's work to keep students safe and secure is good and the wide variety of accessible information provided to warn them about the potential dangers that face them is exceptional. This is reinforced through assemblies and personal social, and health education lessons. This has resulted in both boys and girls speaking with understanding about such issues as female genital mutilation and the safe use of social media.
- Students told inspectors that bullying does sometimes occur but that the school generally deals with it well, so that they feel well supported. They say that any derogatory language, including homophobia, is not tolerated and students say that they feel free to be themselves.
- Students and their families facing challenging circumstances are well supported, including through the use of external agencies. The safety of those attending alternative provision is carefully checked and regular visits made. Leaders ensure that they are safe and well cared for.
- Most parents and staff agree that students are safe and that they behave well.

The quality of teaching

requires improvement

- The school's own monitoring of teaching over time indicates that it still requires improvement. Teaching in the sixth form also requires improvement. Students say that assessment practices are inconsistent but that most teachers support them and enable them to develop further.
- Although most students know their targets, they are unclear what they need to do to reach them. While students are expected to act on the advice they are given, not all teachers check that this has been done.
- Leaders have established their high expectations for the marking of students' work. Where it is exemplary, teachers make clear to students whether they have reached their target level, and what they need to do further. All staff do not consistently follow this practice, however. Consequently, a new 'flight path' system has been piloted in a small group of subjects, enabling students to plot their own progress towards their targets. This has resulted in students' greater understanding of how well they are doing and will be applied to all subjects from September.
- During the activities observed, teachers used questioning well to encourage students to think deeply about the tasks that were set. There was a strong focus on encouraging students to experiment and, through collaboration in teams, to solve problems and show initiative. For example, one activity observed required students to build 'Anderson' shelters and later to test their strength by 'bombing' them with water filled balloons. This generated great excitement and enabled good teamwork and creativity in which all groups of students were fully included.
- Teachers promote students' spiritual, moral, social and cultural development outstandingly well, providing many opportunities for students to discuss and work together and to share their ideas.

- Teachers promote literacy and numeracy well in all subjects, focusing on the correct technical language for the subject and checking on spelling and grammar. This is particularly the case for students who speak English as an additional language; teachers take care that they are able to fully develop their understanding.
- Relationships between adults and students are warm and classrooms calm.

The achievement of pupils

requires improvement

- Students join the school with basic skills in reading, writing and mathematics that are typically below average. The proportion of higher attaining students is also below average. The current Year 10 joined with skills that were well below average. The proportion of students at the end of Year 11 gaining five or more good GCSE passes, including English and mathematics, has been below average over the past two years. In 2014, results in English fell further, partly due to the turbulence in staffing and to the national changes to the examination system.
- Rates of progress in English have also declined over the past three years. Progress in mathematics has remained below average for over three years, although it rose a little in 2014. Leaders have addressed this robustly and have increased the amount of extra individual support provided through after-school sessions and on Saturday mornings. There is now increased stability within the English department, which is showing an impact. As a result, the school's regular assessments throughout the year show a dramatic increase in progress rates for the current Year 11 who, by the end of the year, are on track to have made good progress in both English and mathematics.
- There is no significant difference in achievement between students of different ethnic backgrounds, between those who speak English as an additional language and other students.
- The proportion of disabled students and those who have special educational needs that made expected progress in English and mathematics in 2014 was above that of other students, particularly in English. They receive strong support from the special educational needs coordinator and her team, which has prepared staff well to address students' needs.
- There were no students in 2014 that joined the school having gained the highest Level 6 in their national tests. The most able Year 11 students did not all make expected progress and the proportion of those gaining high GCSE grades was below average in several subjects. As a result of leaders' actions, current assessments for Year 11 indicate that an increased proportion of the most able students will make or exceed expected progress rates, particularly in mathematics.
- The 2014 Year 11 students were entered for their mathematics GCSE early at the end of Year 10. A third of the students were then successfully entered for statistics or further mathematics in Year 11 as preparation for Advance Level study. These results did not appear in published achievement data. From 2015 all students are entered for mathematics GCSE at the end of Year 11.
- Leaders acknowledge that, in 2014, the gap between the attainment of disadvantaged students and other students in the school and those nationally was too wide. In English, disadvantaged students in Year 11 were two thirds of a GCSE grade behind others in the school but over a grade behind students nationally. In mathematics, they were three quarters of a grade behind others in the school and nearly one and a quarter grades behind students nationally. There were also differences in rates of expected progress in both English and mathematics. Leaders have focused strongly on this group and the in-school attainment and progress gaps have closed in English for the current Year 11, and halved in mathematics. There is also now no difference between the progress of disadvantaged students and other students in Key Stage 3.
- Standards in the sixth form, while remaining below average, have improved over the past three years and the school's assessments indicate that all will gain a pass in 2015, both at A and AS level. Performance on work-based courses is similarly improving. However, the quality of provision for students who have not attained a GCSE in English or mathematics is inconsistent and, as a result, some students have been

unable to improve significantly upon their original grades.

- Students following alternative courses have been successful, remaining in education and improving their behaviour as a result of the appropriate courses.
- The literacy programme in Year 7 and beyond is having a good impact on improving students' reading proficiency. The school library is attractive, well laid out and well used. There is always someone on hand to provide any help that might be required.

The sixth form provision

requires improvement

- The size of the sixth form has decreased over recent years, although the proportion staying on into Year 13 to complete their courses is now rising, as a result of stricter entry requirements and the extensive support that has been put in place to improve Year 12 success rates.
- Some students who have joined the sixth form without a good pass in GCSE English or mathematics are finding the re-sits too challenging, as the courses provided are not always appropriate to meet their needs.
- Sixth form achievement requires improvement. While tracking data indicate a clear upward trend, it is inconsistent across subjects. In the strongest subjects, clear assessment and targeted feedback enable students to make good progress.
- While teaching in the sixth form is improving, there remains some inconsistency, so it requires improvement.
- Leaders check carefully, both on the quality of teaching and on students' progress, and provide support for students who are underachieving. Students say that they greatly value the individual support provided by all their teachers and by the learning mentor.
- There is no significant difference between the progress of the small proportion of disabled students and those who have special educational needs, disadvantaged students, those from different ethnic backgrounds, and their peers.
- Students show good attitudes to their studies. Strong working relationships with teachers and other students contribute very positively to their learning and prepare students increasingly well for the next stage of their education.
- Study programmes offer a wide choice that meets students' needs and aspirations and ensure that they are well prepared for their next steps in education, training or employment. Work-based courses include falconry at the school's own farm and falconry centre. All students have the opportunity to undertake work experience, and students appreciate the individual help they receive to find placements that will support their study.
- The sixth form is led and managed well. Sixth form leaders, including the sixth form learning mentor, ensure that all students receive high-quality advice and guidance to support their university applications. Almost all students go on to education, employment or training. The support provided for students whose families have not previously experienced higher education, particularly for girls, is strong and is raising aspirations and promoting self-confidence.
- Sixth-form students behave well. They contribute much to the life of the school, supporting younger students and leading activities. For example, during the careers week students organised and led the whole event. The school provides them with many opportunities to reflect on the issues that face them, particularly through a structured tutorial programme where issues such as extremism are addressed. Students have a good understanding of modern British values and celebrate the diverse backgrounds of the school population.

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

Unique reference number	124392
Local authority	Staffordshire
Inspection number	461969

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

Type of school	Secondary
School category	Maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	920
Of which, number on roll in sixth form	119
Appropriate authority	The governing body
Chair	David Shilton
Headteacher	Marc Howell
Date of previous school inspection	5–6 October 2011
Telephone number	01283 239000
Fax number	01283 239019
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