

Inspection of Paget High School

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

Inspection dates: 22–23 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Sixth-form provision

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Paget High School is a caring school, where pupils feel safe. Leaders want pupils to behave well. They have introduced a new behaviour policy so that pupils understand how they should behave. Pupils' behaviour is improving. Most pupils are polite and courteous, but there is still some boisterous behaviour during breaktimes and lunchtimes.

Pupils generally get on well together. They understand that everyone is different. Occasionally, there is some bullying, but staff deal with it quickly and make sure that it stops.

Pupils enjoy a range of extra-curricular activities, including sports clubs, music events and educational visits. Pupils in Year 10 particularly enjoyed a recent team-building day, when they were taught about the importance of working together. Pupils are also encouraged to take pride in their local community. This year, pupils in Years 7 and 8 took part in a community project which involved them picking up litter. Leaders celebrate the school's successes through the Paget Pride school magazine, which is shared with parents.

What does the school do well and what does it need to do better?

Pupils study a broad range of subjects across key stages 3 and 4. However, they do not achieve as well as they could. Last year, leaders noticed that what pupils were studying in science at key stage 3 was not preparing them adequately for key stage 4. Leaders have changed this. They now make sure that pupils study the full range of topics and that none are missed out. Science is now taught in a more logical way so that pupils can use what they have learned in one lesson to help them in their following lessons.

Leaders have not been as successful at identifying and addressing concerns in other subjects. Leaders and teachers have not ensured that all lessons are planned in a way that enables pupils to build up their knowledge progressively in key stages 3 and 4. The work given to pupils is often too easy, and lessons are not sequenced well. Some teachers do not plan lessons that help pupils to know and remember more. This is particularly noticeable in geography. In addition, pupils are not developing the knowledge they need to be successful in all subjects. In some subjects, such as geography, they do not always know the meaning of important words. Teachers check how well pupils are doing, but they do not routinely encourage pupils to revisit their work so that they can correct their mistakes. Sometimes, pupils move on to new topics before they are ready to.

Leaders do not check that pupils are doing as well as they should in all subjects. Although they have plans to improve this, their plans are still at an early stage, and therefore it is too early to know whether it has been successful.

Pupils with special educational needs and/or disabilities (SEND) are not always given

the support they need. They receive better support in English and history than in other subjects. Leaders have not ensured that staff have received the training they need to help this group of pupils achieve as well as they should.

Pupils have access to a wide range of extra-curricular activities. This helps to prepare them for life in modern Britain. For example, pupils recently visited a local mosque to help them understand and appreciate different faiths. Pupils receive helpful advice and support when they need it. They have access to the 'well-being hub', where they can talk to staff and get the help they need.

The governing body is new. Governors are developing a good understanding of the school's strengths and weaknesses. They are keen to see the school improve and have planned further training to help them hold school leaders to account more effectively.

The sixth form is a strength of the school and students achieve well. Students have a wide range of subjects to choose from, and they are given good advice to ensure they choose subjects that are right for them. Teachers in the sixth form understand their subjects well. They plan lessons to ensure that students build on what they already know. Students receive high-quality careers advice. They have opportunities to meet with employers and find out about different careers. They also take part in work experience.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe, and are safe, in school. There is a strong culture of safeguarding across the school. Staff receive regular training to ensure they know what to do if they are concerned about a pupil. If they are worried, they report their concerns quickly. Leaders are equally swift to seek external support when it is needed. Leaders ensure that all pupils receive the help they need.

Pupils are taught how to keep themselves safe through workshops and assemblies. Occasionally, guest speakers visit the school to provide additional safety advice and guidance.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils in key stages 3 and 4 are not achieving as well as they could. This is because some lessons are not planned in a way that enables pupils to build on their prior knowledge. Leaders and teachers should ensure that lessons are sequenced coherently so that pupils can build on what they already know.
- Pupils are not always given work that is challenging enough for them. This is particularly noticeable in key stage 3. Teachers should ensure that they plan work

that is ambitious enough for all pupils.

- Assessment is not used consistently well to check how well pupils have understood their work. Leaders should ensure that assessment is used to identify gaps in pupils' knowledge, and to ensure that pupils have understood fully before they introduce a new topic.
- Some pupils still do not behave as well as they should. Leaders should continue to improve pupils' behaviour, particularly the small minority of pupils in key stage 4.
- Pupils with SEND do not achieve as well as they should. This is because staff have not had the training they need. Leaders should ensure that all staff, including teaching assistants, have access to appropriate training so that they have a good understanding of their roles, and the additional learning needs of pupils with SEND. Provision for pupils with SEND should be monitored and evaluated more effectively by governors.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	124392
Local authority	Staffordshire
Inspection number	10111674
Type of school	Comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	895
Of which, number on roll in the sixth form	171
Appropriate authority	The governing body
Chair of governing body	Mr Christopher Wright
Headteacher	Mr Ian Brierly
Website	www.paget.staffs.sch.uk
Date of previous inspection	9–10 May 2017

Information about this school

- The school uses the local authority alternative provision, Burton Pru.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors focused on English, mathematics, geography and history. This involved: meetings with subject leaders; visits to a sample of lessons in these subjects; work scrutiny of books and other kinds of work produced by pupils who were part of classes observed by inspectors; and discussion with teachers and a group of pupils from the lessons observed.
- Meetings were held with senior and subject leaders, teachers, the chair of the governing body and other governors.
- Inspectors held informal discussions with many pupils and observed interactions

during social times.

- Inspectors observed the work of the school and scrutinised a wide range of evidence, including the school’s self-evaluation, action plans and evaluations, and attendance and behaviour records.
- Inspectors spoke with staff and pupils about safeguarding. The lead inspector looked at documentation relating to safeguarding, the school’s single central register and the school’s system for recruiting staff.
- Inspectors took into account the 46 responses from parents who completed Parent View, Ofsted’s online questionnaire. Staff surveys from 54 members of staff and 85 responses to Ofsted’s online pupils’ questionnaires were collected. All of these responses were taken into consideration.

Inspection team

Herminder Channa, lead inspector	Ofsted Inspector
Gwen Onyon	Ofsted Inspector
John Parr	Ofsted Inspector
Neil Warner	Ofsted Inspector

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