

Inspection of Paget High School

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

Inspection dates: 4 and 5 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a caring school serving a diverse community. Staff know pupils well and pupils feel well supported. Bullying rarely occurs, though if it does staff deal with it well. As a result, pupils feel happy and safe here.

Leaders want the best for every pupil. They have high expectations of pupils' behaviour. The vast majority of pupils live up to these expectations. Behaviour in lessons is good, allowing pupils to focus on their learning. Around the school the atmosphere is calm and orderly most of the time.

The school offers pupils a range of extra-curricular opportunities. These include sports clubs, the Duke of Edinburgh's Award scheme and a range of trips. This year has seen several music activities added to these opportunities. These have proved popular, with over 50 pupils now learning to play the guitar, violin, drums or piano. Many pupils also enjoy performing as a part of the newly formed school choir.

Most parents say they would recommend the school. They praise leaders' drive to improve the school, quality of communication and the focus on rewarding positive behaviour. One parent summed up the views of several, writing: 'a great school with genuinely lovely staff who go above and beyond'.

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

The curriculum is planned to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Key stage 3 is broad and balanced. At key stage 4 pupils study an appropriate academic core of subjects. They are also able to make three option choices from a wide range of GCSEs and vocational qualifications. However, the number of pupils who study the English Baccalaureate is low. This is primarily because of the low numbers studying a modern foreign language. Leaders are aware of this and have acted to improve the quality of modern foreign language teaching to encourage uptake.

The sixth-form curriculum is planned and delivered well. Leaders plan an extensive transition programme to prepare students for the rigours of sixth-form study. Students work with increasing levels of independence as they move from Year 12 to Year 13. They also take on a range of roles to support other pupils and the school community. For example, they act as 'reading buddies' to help younger pupils improve their reading and have set up a second-hand uniform shop in the school.

Subject leaders and their teams construct a well-thought-out curriculum in most subjects. They focus on clearly identifying the key knowledge and skills that they want pupils to learn. Teachers use these to plan lessons that are matched well to pupils' needs, including pupils with SEND. However, the curriculum does not have the same focus on developing key knowledge and skills in a small number of subjects. Where this is the case the work pupils produce is of a lower quality.

Teachers use assessment well in most lessons. They plan regular opportunities to check that pupils can recall what has been taught. Pupils respond well to useful feedback and teachers adjust their lessons to address gaps in pupils' knowledge. However, occasionally, teachers do not take gaps in pupils' knowledge fully into account when planning what to teach next. As a result, pupils are not always able to understand fully what is being taught. This limits their progress over time.

Leaders have responded to the significant increase in the number of pupils attending the school who speak English as an additional language. They have introduced systems to check how pupils can best be supported to access what is being taught. Leaders are aware there is further work to do to ensure that all staff are appropriately trained to deliver this support.

High priority is given to improving pupils' reading. All pupils follow a reading programme. Pupils who struggle to read are given additional support through the school's intervention programme.

Leaders put a strong emphasis on ensuring that pupils are well prepared for life once they leave school. Pupils receive timely careers advice and guidance so that they can make appropriate choices about their future. As a result, the vast majority of pupils make successful next steps into education, employment or training.

Pupils' personal development is planned thoughtfully from Year 7 to Year 13. Weekly personal, social and health education lessons are supplemented by work done in tutor periods and assemblies. Pupils cover issues such as careers, healthy lifestyles and keeping safe. The programme is enriched by contributions from visiting speakers. For example, during the inspection the local police were delivering assemblies on drugs education and knife crime.

Staff are proud to work in the school. They feel trusted and supported by leaders. Most staff indicate that leaders take their workload into account when planning improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a strong culture of safeguarding throughout the school. They ensure that all appropriate recruitment checks are completed when making appointments. Staff receive regular safeguarding training and updates. They know how to recognise when pupils may be at risk of harm and how to report concerns.

Safeguarding leaders ensure that any concerns are followed up promptly. They work with families and a range of agencies to ensure that appropriate additional support is in place when it is needed.

Pupils say that they are taught how to keep safe. They know who to talk to if they have a concern and are confident that they will get support if it is needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum does not clearly identify the key knowledge and skills that pupils are expected to learn in a small number of subjects. Pupils produce work of a lower quality where this is the case. Leaders should ensure that all subjects have a well-constructed curriculum. This should clearly identify the key knowledge and skills pupils will learn in order to produce high-quality work.
- On occasion, teachers do not take gaps in pupils' knowledge fully into account when planning what to teach next. Pupils struggle to understand what is being taught as a result. Leaders should ensure that all teachers plan lessons which identify and address gaps in pupils' knowledge so that pupils can learn more and remember more.

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 information from Ofsted Parent View 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.

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	10241617
Type of school	Secondary 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	670
Of which, number on roll in the sixth form	154
Appropriate authority	The governing body
Chair of governing body	Chris Wright
Headteacher	Ian Brierly
Website	www.paget.staffs.sch.uk
Date of previous inspection	24 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized secondary school.
- The school uses full and part-time alternative provision for a small number of pupils at two registered providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. Meetings were held with curriculum leaders and the special educational needs coordinator. Inspectors also met with a range of other staff, including early career teachers, governors and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, history and business studies. For each deep dive, inspectors met with subject leaders and discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also talked to subject leaders, visited lessons, spoke to pupils and looked at pupils' work in other subject areas. They visited form periods and assemblies.
- Inspectors observed pupils' behaviour in lessons, moving between lessons, at break and at lunchtimes. Many pupils were spoken to formally and informally regarding their experiences of the school.
- Inspectors scrutinised a range of safeguarding information, including the school's safeguarding policy, spoke to staff and pupils about safeguarding and looked at how pupils learn about keeping themselves safe. The lead inspector spoke to the safeguarding leader about the reporting and recording of any safeguarding incidents.
- Inspectors took account of the free-text comments and the responses on Ofsted Parent View, Ofsted's online inspection questionnaire. Inspectors also considered the responses to Ofsted's pupil and staff surveys.

Inspection team

Eddie Wilkes, lead inspector	Ofsted Inspector
Huw Bishop	Ofsted Inspector
Neil Warner	Ofsted Inspector
Jonathan Keay	His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022