

Inspection of Paget Primary School

Paget Road, Pype Hayes, Birmingham, West Midlands B24 0JP

Inspection dates: 10 and 11 October 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils are happy at this friendly, welcoming school. There are lots of smiley faces. 'Team Paget: Stronger Together' is the school motto used daily. Everyone welcomes new members or visitors to the school and new pupils settle well. Pupils are proud to be part of 'Team Paget'. As one child said, 'It builds our character, we all work together.' The sense of family shines through.

The school serves a diverse community with many pupils joining within the year. It is ambitious for all its pupils and has high expectations of everyone, including pupils with special educational needs and/or disabilities (SEND). The school wants all pupils to be safe, happy and succeed and they do.

Pupils behave well in and out of the classroom. There is a calm and purposeful learning environment across the school. Pupils with SEND or those who find managing their behaviour more difficult receive the care, support and guidance they need. This means learning goes ahead without disruption.

The school knows its families and community well. It has developed a wide range of support to ensure pupils learn how to stay safe and are safe.

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

The school has recently reviewed and revised its curriculum. Leaders have broken learning into small chunks. These small chunks build logically over time. In subjects such as English, mathematics and science, staff deliver the curriculum well. In most subjects, staff use assessment well to track how well pupils are doing and to identify any gaps and next steps for learning. However, this approach to assessment is not consistent in all subjects. Although plans identify assessment opportunities, staff do not always check whether pupils have learned and remembered what they need to be successful in the future. This means that teachers sometimes move pupils on to new content before they are ready.

The school wants all its pupils to succeed. It quickly identifies the needs of pupils with SEND, both within the main school and the special educational needs unit. Pupils receive the support and adaptations to the curriculum they need. The school ensures that all pupils can join in every aspect of school life.

Reading is a priority across the school. The reinvigoration of the school's approach to the teaching of phonics and early reading is having a positive impact. Pupils learn to read well, and those who find it more difficult or join the school speaking English as an additional language receive the extra help they need to become fluent readers. Books are everywhere. Pupils of all ages enjoy the 'Reading Rivers' that weave their way across corridor walls.

The school has experienced changes in staff recently. As a result, many subject leaders are new to the school or to a subject responsibility. The school has a strong

vision for and understanding of its curriculum. However, some leaders have not had sufficient opportunities to check staff know, understand and can deliver their aims.

The school has reviewed the early years curriculum and environment, indoors and outside. All areas of learning are well planned. Adults model and extend children's vocabulary and language development. Children settle quickly and learn the routines and expectations. Children are happy and engaged in the stimulating learning environment.

The school places great emphasis on pupils' personal and social development. There is a very wide range of clubs for pupils to enjoy such as football, netball, archery, reading, a choir and boccia. The school has many sporting teams, and pupils take part in a variety of competitions in which they are very successful. Pupils take pride in their school. They feel able to talk to adults about their concerns, hopes and dreams knowing adults will listen and act.

Pupils can take on roles and responsibilities such as applying to be head boy or girl, members of the school council or eco-warriors, sports leaders or buddies to younger pupils. The school supports local and national charities, including collecting food at harvest for the local food bank.

Staff are happy and proud to work at the school. They appreciate the support they receive from leaders to manage their work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment is not yet used consistently well. Staff do not always check whether pupils have learned and remembered what they need to be successful in the future. Consequently, teachers sometimes move pupils on to new content before they are ready. This slows pupils' learning. The school should ensure that assessment is well used in all subjects to identify what pupils know and can do and then use this information to inform what should be taught next.
- Some subject leaders are new to the role and have not yet had opportunities to review their subjects or develop the skills they need to monitor and evaluate effectively. This means the school cannot be sure staff are delivering the intended curriculum in all subjects as well as they could. The school should support all subject leaders to monitor and evaluate their subjects skilfully.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	103240
Local authority	Birmingham
Inspection number	10290516
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair of governing body	Michele Smith
Headteacher	Victoria Nussey
Website	www.paget.bham.sch.uk
Dates of previous inspection	19 and 20 November 2019

Information about this school

- The school runs a breakfast club daily.
- There is a special educational needs unit on site which provides specialist provision for up to 15 pupils with autism.
- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives into these subjects: early reading, mathematics, physical education and computing. For each deep dive, inspectors held discussions about 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 discussed the curriculum in some other subjects.

- The lead inspector listened to pupils read to a familiar adult.
- The inspectors held meetings with the headteacher, other senior leaders and the special educational needs coordinator.
- The lead inspector met with the chair and representatives of the local governing body. The lead inspector also spoke by telephone with an external school improvement partner.
- The inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. The inspectors spoke to pupils about pupils' behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- The inspectors considered responses to Ofsted Parent View, including parent free-text responses. The inspectors also took account of responses to Ofsted's staff surveys.
- An inspector spoke with parents and families at the end of the school day.

Inspection team

Tina Willmott, lead inspector	Ofsted Inspector
Darren Bishop	Ofsted Inspector
Travis Latham	Ofsted Inspector

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