



Paget High School

Inspection Report

Unique Reference Number 124392
LEA Staffordshire
Inspection number 281711
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Gwendoline Coates HMI

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

Type of school	Comprehensive	School address	Burton Road
School category	Community		Branston
Age range of pupils	11 to 18		Burton-on-Trent, Staffordshire DE14 3DR
Gender of pupils	Mixed	Telephone number	01283 239000
Number on roll	946	Fax number	01283 239014
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	8 November 1999	Headteacher	Mr Don Smith

Age group 11 to 18	Inspection dates 12 October 2005 - 13 October 2005	Inspection number 281711
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Paget High School is an increasingly popular 11 – 18 comprehensive school. It has 1000 pupils, of whom about 140 are in the sixth form. One third of pupils in the main school and one half of students in the sixth form are from minority ethnic backgrounds, the majority being of Pakistani heritage. A significant minority of these need support in developing their English language skills. The number of pupils with special educational needs is high. A large proportion of pupils come from areas experiencing economic hardship.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspection confirms the school's view that the overall effectiveness of its provision is satisfactory. Senior management correctly see their school as an improving school, with some good features. Standards of attainment are below average on entry to the school, but from this starting point, pupils make satisfactory progress demonstrating that the school adds value. The high quality of care and support that the school provides for its pupils is reflected in their very positive attitudes. Pupils, whatever their background, feel safe and enjoy school. Parents and carers feel confident that their children are well cared for and the school's growing reputation is making it increasingly popular among parents of children in local primary schools. Pupils are well behaved, respect each other and their teachers and are helpful and polite to visitors.

The school is effectively led by the headteacher and provides satisfactory value for money. It has good features but there remain areas of weakness in relation to the management of subjects, quality assurance issues in the sixth form and curriculum provision. Actions to address points raised in the last inspection have been implemented satisfactorily although teaching and learning in science is still of concern. Senior managers understand what needs to be done to move the school forward, including more rigorous monitoring of middle managers to ensure that they all contribute fully to the school's improvement.

Grade: 3

Effectiveness and efficiency of the sixth form

Grade: 3

Inspection confirms the school's view that the effectiveness and efficiency of the sixth form is satisfactory. Students' attainments in 2004 were below national averages but the school's examination results for 2005 indicate improvements. Most students reach a higher standard than predicted from their GCSE results. Year 11 pupils receive comprehensive information and guidance on sixth form provision. The curriculum range is narrow but new vocational provision is planned for 2006. Staff development concentrates on improving teaching and learning but there is insufficient analysis of how effective this is. Parents are well informed of students' progress. Students' targets, agreed with their teachers, are frequently monitored. Teachers support students effectively. Grade: 3

What the school should do to improve further

- improve leadership and management in science and in design and technology, and improve the quality of teaching in these subjects so that pupils make faster progress
- continue to improve quality assurance procedures in the sixth form
- develop the sixth form curriculum provision so that it meets the needs of learners.

Achievement and standards

Grade: 3

Overall standards attained by pupils in 2004 are below national averages. However, progress made by most pupils is at least satisfactory and in certain cases good.

When pupils enter the school in Year 7 their standards are below average. By Year 9, pupils' attainments are still below those of pupils in other schools. However, pupils make satisfactory progress between Years 7 and 9. Girls and pupils of Pakistani heritage make good progress.

At the end of Year 11 in 2004, pupils' attainments were still below average. However, although still below average in 2005, the school's examination results indicate higher attainments in most areas, except science. Between Years 9 and 11, pupils make satisfactory progress. Girls and pupils of Pakistani heritage make good progress. A high proportion of pupils gain five or more graded GCSE results and all pupils gain at least one GCSE. Pupils do well in GCSE art and design.

In the sixth form the overall standards reached by students in 2004 were below average. Few students achieved the higher examination grades. However, the school's examination results for 2005 indicate improved attainments in most areas. The progress most students make is better than expected based on prior attainments. Girls achieve better results than boys. A high proportion of the higher grades are achieved in the vocational certificates of education.

Grade: 3

Personal development and well-being

Grade: 2

The pupils' and sixth form students' personal development is good. They feel the school is a friendly and supportive environment. They enjoy learning, particularly when actively involved in lessons. Relationships between pupils, students and staff, boys and girls, and the various minority ethnic groups are good. Behaviour is good in lessons and around school. The incidence of exclusions is below average. Attendance is above the average. A few pupils underachieve in examinations because of long absences from school.

Pupils' moral and social development is good and is promoted strongly in lessons, assemblies and by form tutors and heads of year. Pupils' cultural and spiritual awareness develop satisfactorily, with art making a strong contribution. Pupils respond positively to opportunities for reflection and contemplation in some lessons and in assemblies. Sixth form students are mature and sensible, and are involved well in a range of school activities. Pupils of all ages are well informed about how to stay safe and healthy. They are confident that staff will help them with any difficulties, and those receiving additional support are appreciative of it. They are confident in interacting with adults and respond well when given responsibility as members of the school council and as sixth form prefects. Their awareness of contributing to the community is good, and they are well prepared for future study and employment.

Grade: 2

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. As identified by the school, there are real strengths in many lessons leading to pupils progressing well. Teachers plan lessons thoughtfully so that pupils learn well. Teachers and classroom assistants have a good understanding of the challenges facing pupils for whom English is an additional language, and of the learning difficulties of lower attaining pupils. Mostly, teachers know the progress pupils are making and the progress they are capable of, and most use this information to plan lessons. Teachers' knowledge of GCSE marking is good and they prepare pupils well to deal with examination requirements. The school checks on the quality of teaching regularly and is able to identify strengths and is aware of areas of weakness. It has recognised that some science lessons are poorly planned and is working hard to overcome this. Staff absence has interrupted how well pupils learn in some design and technology lessons, where the pace of learning is slow and teaching does not always stretch all pupils enough. In the sixth form teaching is satisfactory. On occasion it is outstanding. For example, in a Year 12 health and social care lesson teaching materials were excellent, challenging students and making learning exciting for them. Grade: 3

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall and good in most subjects. In design and technology, up-to-date processes are not regularly used and in science some pupils experience only biology. The school has a good programme for personal, social and health education and citizenship and this contributes well to pupils developing into considerate, responsible adults. There is a satisfactory range of academic and work-related courses for pupils, but there is no drama. Literacy, numeracy and information and communication technology skills are integral parts of all subjects and contribute to pupils developing basic skills for adult life. A satisfactory and improving range of activities for gifted and talented pupils is provided. The range of activities provided out of school time is limited, and the take-up is low and not as good as the school would like. There is a good range of sports activities but pupils do not have opportunities for music or drama activities. Grade: 3

Care, guidance and support

Grade: 2

The school is very caring and supportive of its pupils and sixth form students. Form tutors and heads of year play a central role in this. Staff are very responsive to pupils with academic or personal difficulties and make good provision for pupils with learning

difficulties and disabilities, and those who are learning to speak English. Guidance on GCSE and sixth form courses is good. Rules for pupils' behaviour are clear, and staff are good at dealing with occasional instances of inappropriate behaviour. Arrangements for the care and protection and health and safety of all pupils are good and the school has taken a strong lead in promoting healthy eating. Staff are normally quick to check on absent pupils, and encourage regular attendance by a rewards system. Academic support and target setting are satisfactory, with good support for pupils in Year 11 and for pupils whose progress causes concern.

Grade: 2

Leadership and management

Grade: 3

The headteacher and senior managers lead and manage the school well, placing a strong emphasis on inclusion, equality of opportunity and achievement. They set clear aims and have implemented effective systems to encourage pupils' progress, particularly in Years 7 to 9, and to provide good care and support for pupils, ensuring that every child matters. Monitoring systems provide accurate assessment of the quality of teaching. Quality assurance procedures in the sixth form are still developing and although the focus of staff development is on improving teaching and learning, there is insufficient analysis of how effective this is. Pastoral management and the management of some subjects are good. However, differences in performance between subjects and in the implementation of school policies and practices indicate weaknesses in leading and managing design and technology and science, the latter subject being a concern at the last inspection. Senior managers understand what needs to be done to improve the school, including more rigorous monitoring of middle managers to ensure that all contribute fully to this improvement.

Value for money is satisfactory and the school operates within its budget. The school has sufficient accommodation and resources. Its accommodation and pupil areas are welcoming and arrangements ensure that pupils feel safe and well looked after. The school has good links with outside agencies, which enhance support for pupils' personal development and economic well-being.

Governors provide strong support for the school. They are acutely aware of its strengths and weaknesses and are active in their support of the headteacher in his quest to improve pupils' achievement. The quality of self evaluation is developing and the school is introducing new processes and additional staffing to facilitate this.

Grade: 3

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
How well are learners cared for, guided and supported?	2	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Paget High School Burton Road Branston Burton-on-Trent DE14 3DR

14 October 2005

Dear Pupils and Students,

Thank you very much for the polite and warm welcome you gave the inspectors during the recent inspection. This letter tells you about how we judged your school.

Your school has many strengths. The headteacher and his team manage the school effectively and most of the subject departments are well managed so that all of you are provided with a satisfactory education. The teaching you receive is satisfactory and you enjoy learning when lessons actively involve and challenge you. You all make at least satisfactory progress and in Year 11, all pupils gain at least one GCSE and a high proportion gain five or more. Students in the sixth form achieve higher standards than might be predicted from their GCSE results.

You are provided with good care and support and staff work hard to ensure that you all have equal opportunities and that all of you matter. In meetings with inspectors, pupils and students spoke very positively about the good relationships they have with teachers and how friendly the school is. Your behaviour in class and around the school is good. The school provides you with a range of healthy eating options and a secure environment that makes you feel safe and well looked after. All of these things improve the reputation of the school and as a result, it is becoming more popular with parents when choosing a secondary school for their children.

As well as these strengths, there are weaknesses. The management and teaching in some subject areas needs to improve so that you learn better, make faster progress and achieve higher standards. Although the school provides a range of out of school activities, the number of you involved is rather low and there are no drama or music activities. This means that you are missing out on learning from a rich variety of activities rather than just the subjects you study. The range of courses offered in the sixth form is quite narrow in terms of meeting your particular needs and some aspects of management could be improved so that teachers understand more fully what the impact of any changes is on your performance.

The headteacher and his senior management team are aware of all of these weaknesses and know what needs to be done to ensure improvements are made.

Yours sincerely, Gwen Coates HMI