



Paganel Primary School

Inspection Report

Unique Reference Number 134281
LEA Birmingham
Inspection number 282529
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector Alison Grainger AI

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

Type of school	Primary	School address	Swinford Road
School category	Community		Selly Oak
Age range of pupils	3 to 11		Birmingham B29 5TG
Gender of pupils	Mixed	Telephone number	0121 4645040
Number on roll	244	Fax number	0121 4645039
Appropriate authority	The governing body	Chair of governors	Mr D Payne
Date of previous inspection	Not applicable	Headteacher	Mrs Y McHale

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Paganel Primary School opened in September 2004 following the amalgamation of separate infant and junior schools. Most pupils are of White British heritage. Others are from a variety of minority ethnic backgrounds and a few are at an early stage of learning English as an additional language. The percentage of pupils with learning difficulties or disabilities is above average. Five children aged 3 to 7 attend the school's language and communication base for pupils with statements of special educational needs. When children start in the Nursery, many have limited skills, particularly in communication, language and literacy.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school providing satisfactory value for money. The school's view and the inspectors' view of its effectiveness are the same. Many positive changes have been made since the school opened, which are appreciated by pupils and their parents. Improvements are continuing.

Provision in the Nursery has been improved this year. This ensures that children are getting off to a good start. Sound provision in the Reception Year means children are making adequate progress overall but few reach the expected levels by the start of Year 1. The overall quality of provision in the rest of the school, including the teaching, is satisfactory, but the curriculum is inadequate. When it opened, the school rightly prioritised the quality of teaching in English, mathematics and science as among the first areas for development. Pupils are making steady progress in these subjects, although standards are below average at the end of Year 6. Attention is only just moving to other subjects and coverage of these is patchy with too few opportunities for writing and using information and communication technology (ICT) across the curriculum.

Although teaching is satisfactory overall, the use of assessment is not well enough established. There is too much variation in how well teachers use information from assessment to match teaching to pupils' differing needs. This also results in some shortcomings in the guidance to pupils about how they can make progress with their work.

Pupils' personal development is satisfactory overall. Attitudes and behaviour have improved since the school opened. Relationships are positive, with the children from the language and communication base well integrated socially. However, the attendance rate is too low and punctuality is unsatisfactory.

Given the track record of improvement so far, and the strong leadership shown by senior staff, the school has the capacity to improve further. However, the roles of subject coordinators are not yet as effective as they need to be.

What the school should do to improve further

- Raise standards by ensuring that teaching is matched to pupils' individual needs and that clear guidance is given to pupils on how to improve their work.
- Ensure that all subjects of the curriculum are covered fully with sufficient opportunities for writing and ICT.
- Improve attendance and punctuality by working closely and rigorously with parents and pupils.
- Develop the role of subject leaders so that they are actively involved in driving up standards.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall because they make steady progress in English, mathematics and science. Children make good progress in the Nursery. Most children in the Nursery are already working at a good level in all areas of learning. The children in the Reception Year did not have the benefit of this good provision when they were in the Nursery. As a result, they entered the Reception Year with skills and knowledge that were still limited. They are making satisfactory progress now, except in writing.

The current standards throughout the school are below average in English, mathematics and science. Writing is the most significant area of weakness, as was evident in the test results of pupils at the end of Years 2 and 6 in 2005. In particular, few pupils reach the higher levels in writing. The main reason for this weakness is that there are too few opportunities for writing across the curriculum.

Although standards are below average, pupils in Years 1 to 6 are currently making satisfactory progress towards the school's suitably challenging targets. Pupils with learning difficulties or disabilities, including those in the language and communication base, progress satisfactorily. The few pupils at an early stage of learning English as an additional language also make adequate progress. However, for all groups of pupils, progress is too limited overall in subjects other than English, mathematics and science because of the patchy coverage of the full curriculum.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. The vast majority behave sensibly in lessons and on the playground. Pupils follow safe practices, for example, in physical education lessons and when moving about the school. They are friendly, courteous and polite. Boys and girls mix well together and children who attend the language and communication base are well integrated socially. Although there has been some improvement this school year, the attendance rate is below the national average. Punctuality is unsatisfactory.

Most pupils enjoy school. In the Nursery, children are excited by the many imaginative opportunities they have for learning. Older pupils enjoy practical activities such as drama. However, not all take enough pride in the presentation of their work.

Pupils are aware of the importance of healthy eating and regular exercise. They make a satisfactory contribution to the school and wider community. They develop adequate skills for their future economic well-being.

Although personal development is satisfactory overall, spiritual and cultural development are weaker aspects. Pupils do not sufficiently develop awareness of the diversity of cultural traditions and beliefs of people in modern Britain.

Quality of provision

Teaching and learning

Grade: 3

Satisfactory teaching ensures that pupils make adequate progress in English, mathematics and science as they move up through the school. In the Nursery, teaching gets children off to a good start. The infectious enthusiasm of staff and lively teaching motivate children to learn and succeed. Activities and support are well matched to the full range of children's individual needs.

In other year groups, most teachers provide pupils with a clear explanation of the purpose and content of each lesson. This supports learning by helping pupils to know what they are aiming to achieve. Warm relationships between teachers and pupils encourage pupils to 'have a go' and this particularly supports those who have learning difficulties or disabilities. Basic skills are taught accurately, although there is not enough attention given to basic writing skills in the Reception Year.

Use of assessment is the aspect of teaching that most requires improvement in the Reception Year to Year 6. There is a tendency in whole-class sessions, for example, to 'teach to the middle' rather than to vary the level of support and challenge for pupils of differing capabilities. The quality of marking is too inconsistent and patchy. There are examples of good practice in Years 3 and 4 in English, mathematics and science. Overall, however, there are too many missed opportunities to support learning through marking.

Curriculum and other activities

Grade: 4

Weaknesses in the curriculum prevent pupils from doing well enough in subjects other than English, mathematics and science. The exception is in the Nursery, where the curriculum is good. Stimulating activities engage children's interest and move them on at a good pace across all areas of learning. The learning opportunities in the Reception Year are satisfactory, except in writing.

The focus on English, mathematics and science in Years 1 to 6 supports pupils in making satisfactory progress in these important subjects. There are some good features, such as in practical and investigative science in Years 3 and 4. However, in other subjects, pupils' knowledge, understanding and skills are not consistently developed. Not enough is done to develop skills in writing and ICT across the curriculum. Weaknesses in religious education adversely affect pupils' spiritual and cultural development.

A good range of activities additional to lessons, such as visits and clubs, broadens the experiences of the older pupils in particular.

Care, guidance and support

Grade: 3

Sound care for pupils makes a satisfactory contribution to their progress. Pupils work in an environment that is safe and supportive of learning. The school sets clear expectations for pupils' behaviour. The result has been a significant fall in the number of pupils being excluded from school this year.

Good systems have been put in place recently to improve pupils' attendance and punctuality. The school recognises the importance of this in helping pupils to develop good skills for the workplace. Healthy eating is emphasised in the snacks on sale to pupils. Child protection procedures are secure. Sensitive support is provided for pupils in the language and communication base.

Guidance to pupils about how to make progress is unsatisfactory overall. There are some good examples in Years 3 and 4 of pupils being told what they are doing well and what they should do to improve. However, too many pupils are not given sufficient help to understand how they might make better progress.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory overall. A strength is the good partnership of the headteacher and deputy in driving the school forward.

Senior leaders have a clear awareness of the strengths and weaknesses in provision. Where weaknesses are identified, swift and effective action is taken to rectify them. Last year, for example, it was found that children were underachieving in the Nursery. Through the action taken, children in the Nursery are getting a good education this year. Other weaknesses are now being tackled. There is a firm focus, for example, on developing the use of assessment to match teaching to pupils' needs and to provide guidance to pupils about how they can do better.

The roles of all subject coordinators are at early stages of development. Although staff are committed to improving the school, the underdeveloped roles of middle managers slows the pace of change in the curriculum.

Governance is satisfactory and has developed since the new school opened. Governors know the school's strengths and weaknesses and are increasing their involvement in checking its effectiveness. They have worked hard to establish the new school. Pupils and their parents are satisfactorily involved in improving the school and were, for example, involved in decisions about the new school uniform. Given its track record since opening, the school has the necessary capacity to improve.

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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	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	3	NA

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

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	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school. We enjoyed talking with you. We saw that many good changes have been made to improve the school since it opened. We found that your headteacher and deputy headteacher are making sure that the school is getting better all the time. They ensure that the school is a safe place and that you are able to learn.

We saw that almost all of you get on well together in lessons and on the playground. You move sensibly about the school. Some of you could try harder to present your work neatly to show that you are proud of what you can do.

The Nursery has changed a lot this year. The youngest children now have lots of fun activities that help them to learn and get them off to a good start. In the rest of the school, the pupils make satisfactory progress in English, mathematics and science.

We have asked your teachers to do some things to help you to do even better. We have asked them to look more closely at what happens in lessons to make sure that you all get work at the right level in all the subjects, with more opportunities for writing and ICT. We have suggested that teachers tell you more about what you each need to do to make progress. The teachers who are in charge of different subjects are also going to do more to help you get the best out of being at school.

Some of you do not attend school as regularly as you should or arrive on time in the mornings. This is something that you and your parents can help to put right.