

Inspection of Paget Primary School

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

Inspection dates: 19–20 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

At Paget Primary School, pupils are part of a community that welcomes and values them. They like the recent improvements and know that these are helping them to learn better. They say that school is a safe place where teachers look after them.

Pupils behave well and work hard in lessons. On the few occasions when behaviour is not good, teachers act quickly to make sure that this does not affect the learning of other pupils.

Through lessons and at other times of the day, staff encourage pupils to live the school's motto, 'be the best that you can be'. Pupils enjoy special responsibilities such as those of school councillors. They support the other children who find some activities hard.

Leaders make sure that pupils learn lots of different subjects. However, pupils achieve better in some than in others. This is because teachers do not ensure that pupils always learn new things in the right order. The 'Paget curriculum guarantee' means that pupils have some exciting opportunities to help them develop, through visits, clubs and lunchtime activities.

Pupils have a clear understanding of what bullying is. They say that it is uncommon in school. Leaders investigate any incidents and act when needed.

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

Leaders and governors want the best for pupils. They know that some pupils leave school without being as well prepared for the future as they should be. In recent years, many changes of staff have made it harder to make sure that pupils achieve well. Now there is a permanent set of staff who focus on getting the best outcomes for pupils. This is starting to help pupils to make better progress. However, the legacy of underachievement means that some pupils have a lot of catching up to do.

Leaders make sure that pupils learn across many different subjects. Teachers' plans for reading, writing and mathematics ensure that learning builds on what pupils already know. Leaders are now working on making sure that other subjects are as well planned.

The teaching of early reading has recently improved. Leaders have overhauled the school's phonics programme. The teaching of phonics is stronger and more consistent. Consequently, pupils are becoming more confident readers. Teachers instil a love of reading by selecting books that pupils will enjoy listening to. Some pupils who fall behind do not catch up quickly enough. This is because the work is not matched well enough to their phonics ability.

In mathematics, most pupils are making better progress than in past years. Teachers work hard to ensure that pupils have a secure understanding of what they need to

know before they move on. There is lots of consolidation and practice, but sometimes this can mean that the most able pupils do not move on quickly enough to more difficult work.

In some subjects, such as personal, social, health and economic education, teachers ensure that pupils develop their knowledge well over time. However, in other subjects, such as physical education and history, this is not the case. Teachers are not always teaching the right things in the right order. This leads to gaps in pupils' knowledge. This is because curriculum leaders do not always ensure that all lessons cover the right content.

Leaders do not do enough to ensure that all pupils with special educational needs and/or disabilities (SEND) have work that is well matched to their needs. Teachers do not always take account of objectives in education, health and care plans when creating programmes of learning. This means they do not achieve the best possible outcomes.

Learning in early years is inconsistent. Teachers care for the children. Opportunities for the children to build friendships are well planned. However, the curriculum in Reception does not do enough to help children to understand the world or to develop artistic skills. This means that some children will leave early years without the knowledge and skills they need for Year 1. Provision in Nursery is much stronger, in that it helps children to settle and start to develop as learners.

Pupils' personal development is a priority for the school. Teachers have considered what the pupils need to develop as citizens. This means pupils make an active contribution to their class, local community and wider society. The impressive range of clubs help to develop pupils' confidence and mental well-being. They visit places such as the Harry Potter Studios to inspire learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that staff have had the training they need to keep children safe. When staff are worried about a child's welfare, they act quickly to raise concerns. Leaders investigate these concerns swiftly to make sure that the child is safe.

Leaders investigate and follow up on bullying incidents. A small group of parents do not feel that the school deals effectively with bullying.

When needed, leaders will work with services such as the local authority to make sure that pupils get the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum plans are not sequenced well enough to ensure that pupils build their knowledge and skills over time. This means that some pupils do not achieve as well as they could. Leaders should check that the curriculum in all subjects is coherently sequenced so that pupils know and remember more.
- Some pupils do not gain the skills they need to prepare them for the next stage of their education. Teachers do not consistently use assessment in all subjects to ensure that pupils move on quickly enough when they are ready for more challenging learning. This is because teachers have not carefully considered what pupils already know. Teachers need to ensure that sequences of learning accurately match what pupils have learned and remembered.
- Some children with SEND do not achieve the best possible outcomes. This is because their provision is not organised well enough to make sure that they get the right support at the right time. Also, teachers have not ensured that activities are effectively matched to their needs so that they can learn and remember more over time. This is particularly the case in reading and mathematics. Leaders need to make sure that the right support is provided consistently for pupils so that they are successful learners.
- Some subject leaders do not always know how well their subject is being implemented across the school. This is because they have not made enough, or acted upon, checks on the planning or delivery of the curriculum. Leaders should ensure that they evaluate this more closely so that they can identify where further improvements are needed.
- Leaders in early years do not ensure that sequences of learning are effectively monitored in all subjects. Assessment of progress in areas such as understanding the world and expressive arts and design is not effective. This means that next steps for learning do not build on previous learning and prepare children for the demands of Year 1. Leaders need to ensure that assessment information is used effectively to plan the next steps of learning, so that more children can reach a good level of development.
- Leaders ensure that any incidents of bullying are well investigated and act when necessary. However, a small group of parents do not feel that incidents are investigated well enough. Leaders need to continue their work with parents and carers to inform them of what has been done to deal with incidents of bullying.

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	103240
Local authority	Birmingham
Inspection number	10111663
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	410
Appropriate authority	The governing body
Chair of governing body	Hayley McIlwraith
Headteacher	Victoria Nussey
Website	www.paget.bham.sch.uk/
Date of previous inspection	27–28 June 2017

Information about this school

- The school has a resource-base provision for pupils with autism spectrum disorder. The class can cater for up to 14 pupils. Pupils spend some time in the class and some time in the main school.
- There have been many changes to staffing since the school's previous inspection.
- There has been a new chair of governors appointed since the last inspection.
- There is a high level of mobility within the school. Approximately a fifth of pupils join the school at times other than the start of early years.
- Approximately a third of pupils speak English as an additional language.

Information about this inspection

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

- During the inspection, we focused in particular on the following subjects: reading, mathematics, physical education, music, computing and history. In these subjects, we visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way these subjects were taught. We also

looked at other subjects in less detail to check how they were organised and taught.

- We examined external performance data about the school and looked at school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school's website was also checked.
- We asked pupils, staff, leaders and governors about safeguarding arrangements. We examined the record of employment checks on school staff and looked at other school records. We also found out about safety procedures and routines at the school.
- We watched pupils' behaviour in class and at other times during the day.
- During the inspection, we had formal meetings with the headteacher, subject leaders, governors, teachers and pupils. We also talked informally with pupils, staff and parents to gather general information about school life. One inspector spoke to a representative from the school improvement service working on behalf of the local authority.

Inspection team

Chris Pollitt, lead inspector

Her Majesty's Inspector

Tim Hill

Her Majesty's Inspector

Russell Hinton

Ofsted Inspector

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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

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