

Paganel Primary School

Swinford Road, Selly Oak, Birmingham, West Midlands B29 5TG

Inspection dates

21–22 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- While leaders and governors have brought about improvements, staff changes have slowed the pace at which leaders have been able to secure consistently good teaching and better pupil outcomes.
- Leaders' improvement plans do not focus sharply enough on the actions needed to improve teaching and pupil outcomes.
- Although progress is improving, too few pupils in key stage 1 achieve the expected standards in reading, writing and mathematics.
- The achievement gap between disadvantaged pupils and others is not closing quickly enough.
- Teachers do not use assessment information well enough to match work to the different needs of pupils. This slows pupils' progress.
- The most able pupils do not have work which is sufficiently challenging. This limits the progress they make.
- Although the quality of teaching is improving, it is still variable within year groups and across different subjects. As a result, not all pupils attain the standards of which they are capable.
- The support provided in lessons for pupils who have not achieved age-related standards, including those who have special educational needs (SEN) and/or disabilities, does not enable them to make good progress from their starting points.
- In the early years, the quality of teaching is not consistently good. Adults do not always plan activities that interest children, particularly boys. As a result, not enough children are ready for learning in Year 1.

The school has the following strengths

- In the last 12 months, leaders and governors have taken decisive action to address weaknesses, improve teaching and develop the curriculum. As a result, more pupils are making the progress they should.
- Teaching in phonics is effective. By the end of key stage 1, almost all pupils can use their phonic skills to read accurately.
- Behaviour is good. Pupils' are keen to learn and try hard in lessons. They are polite, respectful and work and play well together.
- Staff are committed to the well-being and care of pupils. Relationships between pupils and adults are strong. As a result, pupils say they feel safe and that they enjoy coming to school.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment by:
 - making sure that teachers have consistently high expectations of what pupils can do and achieve
 - using assessment information about pupils' attainment and progress to plan the right level of work and challenge for the most able pupils
 - making sure that pupils who have not achieved age-related standards, including those who have SEN and/or disabilities, are well supported in lessons to help them make good progress and catch up
 - ensuring that teachers and support staff regularly check on pupils' learning during lessons so that errors are corrected and not repeated.
- Improve the impact of leadership and management by:
 - ensuring that leaders monitor teaching and pupils' work more robustly to identify the precise actions needed to improve teachers' performance
 - including the right priorities and actions in leaders' improvement plans so they focus on narrowing the differences between the achievement of disadvantaged pupils and others
 - continuing to develop the skills of middle leaders so they can improve teaching and learning in their areas of responsibility.
- Continue to raise standards in writing and mathematics by:
 - providing more effective support and intervention for disadvantaged pupils so they can catch up with others
 - making sure that mathematics teaching helps pupils to think harder, apply their knowledge, skills and understanding and learn in greater depth
 - providing pupils with opportunities to write independently and at length in subjects across the curriculum.
- Improve the early years provision and teaching by:
 - building on and sharing best practice to sustain improvements and increase the proportion of children reaching a good level of development at the end of the Reception Year.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, there have been significant changes in staffing and leadership. This has slowed the pace of school improvement and has meant that leaders have not yet been able to secure consistently good teaching across the school. As a result, outcomes remain too low, particularly in writing and mathematics. Outcomes in the early years have declined.
- Leaders and governors are ambitious for the school and have high expectations of pupils and staff. In the last 12 months, they have managed staffing changes effectively and have brought stability to the school. However, leaders and governors acknowledge that there are still inconsistencies in teaching and that, over time, pupils have not achieved as well as they could.
- Since the headteacher took up post in September 2016, leaders and governors have taken determined action and have made many improvements. Through the development of a new leadership team and more stable staffing, leaders are in a stronger position to improve teaching and accelerate pupils' progress. However, this is at an early stage. As a result, the full impact of leaders' actions cannot yet be seen.
- Leaders have an accurate understanding of the strengths and weaknesses of the school. They have identified the right priorities, but the actions in their improvement plans do not identify precisely enough what teachers need to do to improve the quality of teaching. As a result, teaching is not improving as quickly as it could.
- There is a systematic approach to checking the quality of teaching. Leaders regularly observe lessons, look at pupils' work and analyse information about the progress pupils are making. This monitoring has begun to bring about improvements in the quality of teaching but inconsistencies remain.
- Middle leaders are committed and enthusiastic. They have identified areas for improvement in their own areas of responsibility and are beginning to take action to address these. However, middle leaders are still developing the expertise to check thoroughly that these actions are helping pupils to do better.
- Leaders use a large proportion of pupil premium funding to support pupils who have additional needs. This has improved pupils' behaviour and readiness to learn. Although leaders check on the progress disadvantaged pupils are making, they do not evaluate carefully enough the impact the funding is having on helping these pupils catch up. As a result, while the progress of disadvantaged pupils is steadily improving, there is still some variability between classes and subjects.
- The curriculum is improving. Leaders have given high priority to developing pupils' basic skills, particularly in reading and writing, as well as broadening pupils' experiences through a range of trips and visits. Pupils are motivated and try hard in their work as a result of carefully chosen topics which appeal equally to the interests of boys and girls. The curriculum fosters pupils' spiritual, moral, social and cultural development and adequately prepares pupils for life in modern Britain.
- The leadership of provision for pupils who have SEN and/or disabilities is improving. Funding is spent increasingly effectively. Leaders have developed effective systems to

accurately identify pupils who require additional support and interventions are in place to help these pupils make progress. However, more expertise is needed in the leadership of the resource base to ensure that pupils with significant needs receive the specialist support required for them to make good progress.

- Physical education and sport premium funding is used effectively to increase pupil participation in sporting activities. Pupils have the opportunity to participate in a range of extra-curricular activities, including golf, yoga and football. Sports coaches lead activities during lunchtime to promote physical activity.
- Leaders and governors have been proactive in seeking external support to help them improve the school. This support has been effective in providing professional development to develop the skills of leaders and improve the quality of teaching.

Governance of the school

- The chair and vice chair of the governing body are clear about the roles and responsibilities of governors in driving and shaping school improvement. Governors understand there is more work to be done in improving the quality of teaching and ensuring that pupils make consistently good progress across the school.
- Governors recognise the difficulties that the school has experienced due to considerable staff change over the last 12 months. They have confidence in the current staff team and in the capacity of the leadership team to bring about further improvements.
- Governors have an accurate understanding of the key priorities for the school. They are keen to gain a deeper understanding of the areas for improvement and to provide greater support and challenge for leaders in relation to these. As a result, governors are taking on specific roles linked to the school's priorities. For example, a governor has recently taken responsibility for monitoring the impact of pupil premium funding on the achievement of disadvantaged pupils.
- Minutes of meetings demonstrate that governors ask appropriate questions of leaders and hold them to account for pupil outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- Training for staff is thorough and regular. As a result, all staff are clear about their collective responsibility to keep pupils safe and are vigilant in looking out for signs of risk of harm. Induction arrangements are robust in ensuring that new staff know how to raise concerns about a child.
- A core team of staff lead on safeguarding across the school. Appropriate training ensures that these staff are skilled and well equipped to carry out their roles. The safeguarding team ensures that policies and procedures are in place to keep children safe and that all staff adhere to these.
- Leaders undertake appropriate checks on all adults appointed to work at the school. Recruitment procedures are thorough and meet statutory requirements. Governors and

external partners undertake regular checks of these procedures.

- The school's most vulnerable pupils are well known to staff and strong pastoral support is provided for pupils and families. Effective additional support for pupils in the resource base contributes to their safety and enjoyment of school.
- Staff teach pupils about how to keep themselves safe. As a result, pupils say they feel safe and know who they can go to if they have any concerns.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement because there are inconsistencies across year groups and different subjects. As a result, pupils do not make consistently good progress in English and mathematics.
- At times, activities do not match the needs or build on the starting points of pupils. Teachers do not consistently use assessment information about pupils' attainment and progress to plan work which builds on the knowledge, skills and understanding pupils already have. This slows the progress pupils make.
- Where teaching is less effective, the pace of learning is too slow for the most able pupils or too fast for those who are not at the age-related standard. Consequently, these pupils sometimes lose concentration and learning time is lost.
- Teachers do not have consistently high expectations of what pupils can do and achieve. During lessons, teachers do not check enough on pupils' learning or intervene quickly to address errors or to move learning on. As a result, pupils repeat mistakes and there is a lack of challenge for some pupils. This limits the amount of progress pupils make.
- The most able pupils do not have enough opportunities to work at greater depth in English and mathematics. Too frequently, all pupils complete the same work regardless of their ability. In some classes, the most able pupils move on to additional activities at a higher level but these offer little further challenge. Consequently, these pupils are not making as much progress as they could.
- Where additional adults work individually and in small groups with pupils who have not reached age-related standards, including pupils who have SEN and/or disabilities, they skilfully support these pupils to make progress in their learning. However, when working as part of the whole class, lower-attaining pupils and those who have SEN and/or disabilities do not have enough support or the right resources to enable them to make good progress from their starting points.
- In the resource base, thoughtful use is made of the space available to provide pupils with opportunities to share and explore learning resources. However, activities do not always stimulate the interest of pupils or provide enough challenge to sustain their concentration. As a result, some pupils do not persevere with activities and rely too heavily on adult support to remain on task.
- The school's system for assessing and tracking pupil's progress and attainment has developed over the last 12 months. Leaders hold regular meetings with teachers to review the progress pupils make and to identify those who are at risk of falling behind. Teachers are beginning to take appropriate action to help these pupils catch up. As a

result, more pupils are now making the progress they should.

- Phonics teaching in the early years and key stage 1 is effective. Pupils use their phonic skills to read new and unfamiliar words. They develop fluency and understanding which is appropriate for their age.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have created a nurturing environment in which pupils are safe and well cared for. Good systems are in place to support their well-being, particularly the most vulnerable pupils.
- Relationships between pupils and adults and among pupils are strong. Pupils work and play well together and show respect and sensitivity towards each other. As a result, the school operates as a harmonious community.
- Pupils report that they are proud of their school. They speak with enthusiasm about the school's values of 'respect, enquire, persevere' and understand how these values apply to their lives.
- Pupils demonstrate increasing self-confidence and are keen to take on a range of whole-school responsibilities, for example as house captains, school council representatives, play leaders, sports captains, librarians and digital leaders.
- Pupils understand how to stay safe and look after themselves. They have a good understanding of different forms of bullying and know how to stay safe online. Pupils are clear that incidents of bullying in school are rare. They say they feel safe in school and are confident that an adult will deal quickly with any concerns or worries they may have.
- The wide range of clubs and activities provided by the school promotes the physical and emotional health of pupils.
- Pupils in the resource base are well cared for. Adults know the pupils well and relationships are strong. Pupils are supported effectively in learning how to manage their feelings and behaviour. As a result, pupils make progress in their academic, social and emotional development.

Behaviour

- The behaviour of pupils is good.
- Pupils understand the school's behaviour system and are clear about what is expected of them. As a result, pupils conduct themselves well around school. They are polite and friendly and speak respectfully to adults and each other.
- As a result of effective support for pupils who have challenges around their behaviour, fixed period exclusions and permanent exclusions are reducing.
- Overall, behaviour in lessons is good. Pupils' attitudes to learning are largely positive.

They work hard and try their best. Pupils take care to present their work well and are proud of their achievements.

- Pupils play well together at playtimes and lunchtimes. This includes pupils in the resource base, who enjoy the opportunity to socialise with pupils in the main school. The use of sports coaches to provide purposeful activities at lunchtime has improved the behaviour of pupils.
- Over the last two years, attendance has been below average and too many pupils, including disadvantaged pupils, are regularly absent from school. School leaders are aware of this and have taken robust action. The recently introduced 'Early Risers' club provides a calm and relaxed start to the school day for identified pupils. As a result, the gap in attendance between disadvantaged pupils and others is beginning to close. Overall, attendance levels are improving and are now close to the national average. Fewer pupils are regularly absent.

Outcomes for pupils

Requires improvement

- Pupils do not make consistently strong progress because the quality of teaching is inconsistent. Although there are signs of improvement, pupils' outcomes in reading, writing and mathematics remain variable.
- Attainment in reading, writing and mathematics in 2016 and 2017 was below the national average at the end of key stage 1. In the last 12 months, leaders have taken decisive action to improve the quality of teaching in Years 1 and 2. As a result, the school's assessment information shows that current pupils in Year 2 are making better progress than they have done previously. However, due to many of these pupils entering key stage 1 with skills below those expected, they still have a lot of progress to make to reach the expected standards by the end of the year.
- Published information for 2017 shows that those leaving the school at the end of Year 6 made average progress in reading and writing and below average progress in mathematics. Current assessment information, work in books and observations of learning show that pupils in key stage 2 are making more rapid progress than previously. However, there is still variability in the progress of different groups of pupils across classes and subjects.
- Current pupils who are disadvantaged make progress that is similar to their peers and sometimes better. Work in books, observations of learning and assessment information show that in key stage 2, disadvantaged pupils are making strong progress in reading, writing and mathematics. However, due to previous underachievement, there is still more to be done to ensure that disadvantaged pupils catch up with other pupils.
- The most able pupils do not make enough progress in some classes. This is because not all teachers have high enough expectations of what these pupils can achieve. Work is not sufficiently challenging for the most able pupils and does not require them to think deeply enough. As a result, these pupils do not make as much progress as they could and too few reach the higher standards by the end of key stage 2.
- Boys do not achieve as well in writing as boys nationally. This is because pupils do not have sufficient opportunities to write at length and fully develop their writing skills. Leaders have recently taken action to improve the engagement of boys in writing but it

is too soon to see the full impact of this.

- Pupils who have SEN and/or disabilities make progress but do not always do as well as they could. This is because the activities and support provided in lessons do not always match pupils' needs or enable them to learn quickly enough. Pupils in the resource base make similar progress to pupils with the same starting points in the main school.
- The proportion of pupils who meet the expected standard in the Year 1 phonics screening check has risen over the last three years. The school's outcomes in 2017 were in line with the national average.

Early years provision

Requires improvement

- Since the previous inspection, the quality of teaching in the early years declined and standards have fallen. A new early years leader has been appointed and the decline has been halted. The new leader has an accurate understanding of the strengths and weaknesses in the early years and has identified the right areas for improvement.
- A large proportion of children start school with skills and knowledge which are below those typical for their age. Although the majority of children make progress during their time in the early years, this progress is not sufficiently rapid to ensure that enough children reach a good level of development by the end of the Reception Year.
- There are inconsistencies in the quality of teaching. Where teaching is effective, probing questioning by staff helps children to think about what they are doing and extends their thinking and understanding. Children share and cooperate well. They sustain concentration and attempt tasks independently, for example when making porridge of different thicknesses for Goldilocks and the three bears in Nursery. However, this strong teaching is not consistent across all classes, which slows the progress some children make.
- In the indoor and outdoor learning environments, there are not enough stimulating activities to capture the interests of boys and enable them to develop their skills in reading, writing and number. As a result, boys do not achieve as well as girls in these areas of learning.
- Adults know the children well. Relationships are strong and positive and children are well cared for. Staffing ratios are appropriate although adults need to ensure that all children are in their line of sight in the outdoor areas at all times.
- School leaders know which areas of teaching and learning are the weakest and which groups of children are performing less well than others. Leaders have begun to take action to address this but it is too soon to see the impact of these actions on the quality of teaching and on children's outcomes.
- The early years leader has established effective assessment procedures to identify what children can do and what they need to do to develop further. Adults are beginning to use this information to plan activities to enable children to make more rapid progress, particularly boys and disadvantaged children.
- Children generally behave well. They listen to instructions from adults and approach activities in a calm and sensible way. Children enjoy their learning. They are proud of their achievements and are keen to share these with adults.

- There are effective transition arrangements to support children when they start in Nursery and Reception. Staff have strong links with parents and these ensure that children settle quickly and are happy at school.

School details

Unique reference number	134281
Local authority	Birmingham
Inspection number	10032605

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Martyn Sargeant
Headteacher	Bethan Gingell
Telephone number	0121 464 5040
Website	www.paganelschool.com
Email address	b.gingell@paganelschool.net
Date of previous inspection	2–3 June 2015

Information about this school

- Paganel Primary School is larger than the average-size primary school.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who have SEN and/or disabilities is broadly average. The number of pupils with statements of special educational needs, or education, health and care plans, is above the national average.
- There is a resource base at the school which caters for up to six pupils with an education, health and care plan for autism.
- The school has grown in size over the last three years. There are two classes in each year group in Reception to Year 5. There is one class in Year 6 and one Nursery class.
- Since the previous inspection, there have been significant changes in staffing and leadership, particularly in the last 12 months. The current headteacher joined the school in September 2016 and since then a new deputy headteacher and assistant

headteacher have been appointed. Many teachers are also new to the school.

- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed pupils' learning in all year groups and in the resource base. A small number of these observations were undertaken jointly with a member of the senior leadership team.
- Inspectors met with a group of pupils as well as talking to pupils in lessons and around school. They observed pupils' behaviour in lessons and at break and lunchtimes.
- Inspectors sampled pupils' work in English and mathematics, and a range of other subjects. They also heard some pupils read.
- Discussions were held with the headteacher, deputy headteacher, assistant headteacher, other leaders and members of staff. The lead inspector met with the chair and vice chair of the governing body. Inspectors also spoke with representatives of external partners, including the local authority.
- Inspectors reviewed a wide range of documentation, including the school's self-evaluation and improvement plans, information about pupils' progress, records relating to safeguarding and attendance, minutes of meetings of the governing body and the school's website.
- Inspectors took into consideration 20 parents' responses to Ofsted's online questionnaire, Parent View. Inspectors spoke to parents on the first day of the inspection. They also considered the school's analysis of its own parent questionnaires.
- Inspectors spoke to staff and took account of their views through 19 responses to Ofsted's online questionnaire.

Inspection team

Claire Jones, lead inspector	Her Majesty's Inspector
Charalambos Loizou	Her Majesty's Inspector
Justine Lomas	Ofsted Inspector
Mark Hinton	Ofsted Inspector

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