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Mrs Carol Price  
Headteacher  
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Dear Mrs Price

### **Short inspection of Packington Church of England Primary School**

Following my visit to the school on 18 January 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You have ensured that the areas for improvement from the previous inspection have been successfully addressed. In particular, teachers use questioning very effectively in order to promote learning, especially for the most able pupils. As a result of effective teaching throughout the school, pupils develop well as thoughtful, independent learners.

Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice in certain areas. This may indicate that the school is improving significantly. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You have made sure that the vast majority of pupils have achieved exceptionally high standards of attainment in reading, writing and mathematics at the end of key stages 1 and 2 over a sustained period of time. Progress measures have been consistently in line with national figures in reading, writing and mathematics. In 2017, the rates of progress for reading and writing improved further.

Pupils say they are very happy at the school, describing it as 'a friendly environment' and 'like a second home'. They are full of praise for the positive relationships they enjoy with each other and with the adults in school. Evidence gathered during the inspection confirms that relationships are indeed warm and supportive. As a result, pupils make very effective strides in their learning and are helped to develop as confident, thoughtful and independent members of the school community.

Parents and carers, pupils, staff and governors speak warmly of the school's caring and inclusive ethos. Parents who responded to Ofsted's online survey, Parent View, are effusive in their praise for the school. Parents offer comments such as, 'I cannot speak highly enough of this school and its staff' and describe the school as, 'a fabulous school with such a caring environment' in which their children 'flourish'. Parents and governors have confidence in your strong leadership and value your approachability, along with that of your staff.

You hold regular progress reviews with staff and governors, which lead to the development of sharply focused action plans. This means that you and your staff remain well informed about the school's performance and have a strong emphasis on making sure that all pupils make the best possible progress. You respond quickly to changing circumstances and adapt your plans accordingly.

### **Safeguarding is effective.**

Leaders, staff and governors work with a common purpose to ensure pupils' safety. Pupils with whom I spoke told me that they always feel safe in school. Pupils appreciate and trust the staff and feel they are in safe hands.

Pupils speak with mature knowledge and understanding about bullying, saying it is very rare but that, if it happens, it is sorted out quickly and fairly. Pupils also value the '1-2-3' behaviour strategy, which forms an effective part of the school's behaviour policy. Governors and leaders have recently reviewed and further refined the policy and, as a result of their work, procedures are clear and instances of poor behaviour are rare.

You have made sure that all safeguarding arrangements are fit for purpose. All the school's checks and procedures meet statutory requirements. Child protection training for staff and governors is comprehensive and up to date. Consequently, any concerns are dealt with quickly and external agencies are involved as necessary.

As a result of your effective work with pupils and families, pupils' rates of absence are consistently below national figures and in 2017 no pupil was persistently absent.

Governors take their statutory duties regarding safeguarding seriously and have put rigorous processes in place to monitor the effectiveness of the school's procedures to keep pupils safe.

## Inspection findings

- During the inspection, we looked at a range of evidence together, in order to check whether the school's high standards of attainment and progress are being sustained.
- Since the last inspection, pupils' attainment in reading, writing and mathematics has been significantly above national averages every year, in both key stages 1 and 2. As a result of highly effective teaching, the proportion of pupils achieving at greater depth in key stages 1 and 2 has improved significantly over the past two years, notably in reading.
- Your precise analysis of performance information has rightly led to the current focus on reversing the slight dip in progress in mathematics in 2017. Your recent assessments show that the impact of this work on current pupils' progress has been positive. Evidence gathered during the inspection from learning in lessons and work in pupils' books concurs with your assessments.
- You have a precise knowledge of the strengths and weaknesses of the school. This is invaluable in helping you to identify improvement priorities. You are deeply reflective about the school's performance and, regardless of the consistently strong outcomes achieved by pupils, you are not complacent. Your staff respond very positively to your lead in pursuing the best possible outcomes for all pupils, especially those who are vulnerable or disadvantaged.
- Leaders and governors carry out a rigorous programme of checks on the quality of teaching. As a result, support is precisely targeted towards pupils' needs. For example, you make sure that disadvantaged pupils receive the support they need, so that they make at least good progress from their starting points.
- Leaders have skilfully designed the curriculum so that it provides stimulus and inspiration for pupils. Pupils were keen to tell me about recent topics which had sparked their imagination and interest. For example, they described how their love of writing had been fostered through drama activities linked to history topics, such as the Vikings and the Egyptians.
- Pupils' spiritual, moral, social and cultural development is very effectively promoted. The school's ethos and values are abundantly clear in all aspects of school life. Vibrant displays celebrate pupils' achievements and there are reminders everywhere for pupils to strive for excellence in all they do. The positive relationships within the school, and pupils' thoughtful behaviour and attitudes, are testament to the impact of this work.

## Next steps for the school

Leaders and those responsible for governance should ensure that:

- the dip in progress in mathematics at the end of key stage 2 in 2017 is successfully reversed and high levels of performance are sustained.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Leicester, the regional schools commissioner and the director of children's services for Leicestershire. This letter will be published on the Ofsted website.

Yours sincerely

Christine Watkins  
**Her Majesty's Inspector**

### **Information about the inspection**

During this inspection I met with you and the senior teacher. I also met with a group of governors, including the chair of the governing body. I held a telephone conversation with a representative of the local authority. I visited all classes and year groups with you. I spoke with pupils informally during lessons and during a group discussion. I examined pupils' work in their books and listened to pupils read. I considered 37 responses to Ofsted's online survey, Parent View. I considered a wide range of documents, including those relating to safeguarding; minutes of the meetings of the governing body; information relating to pupils' achievement, attendance and behaviour; leaders' monitoring records; external reports about the school; the school's self-evaluation summary and the school improvement plan.