

Packington Church of England Primary School

Inspection report

Unique Reference Number	120151
Local Authority	Leicestershire
Inspection number	327211
Inspection date	10 March 2009
Reporting inspector	Rajinder Harrison

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	98
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Carol Graham
Headteacher	Carol Price
Date of previous school inspection	7 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Mill Street Packington Ashby-de-la-Zouch LE65 1WL
Telephone number	01530 412425

Age group	4–11
Inspection date	10 March 2009
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Almost all pupils are of White British origin, but a small proportion represent a diverse range of minority ethnic backgrounds. The percentage of pupils with learning difficulties and/or disabilities is below average, and an average proportion have a statement of special educational needs. These pupils have mainly specific learning needs and moderate learning difficulties.

Children in the Early Years Foundation Stage work in a mixed-age class with the younger Year 1 pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils' personal development is outstanding, promoted by the school's high quality pastoral care. Their excellent attendance and general enthusiasm for school reflect pupils' keenness to learn. The school's supportive ethos helps them feel well cared for and valued. Their behaviour is exemplary. They show high regard for others, form excellent relationships and take responsibilities willingly. They feel safe at school and are confident that staff will help them if they have any concerns. They have an excellent understanding of how to stay safe, fit and healthy. While pupils make an excellent contribution to the community and understand well their role as young citizens, their knowledge and understanding of the diverse nature of British society is less well developed. Parents are very positive about the school. They say it is a happy place and their children thrive here.

Achievement across the school is good. Pupils who find learning difficult achieve well because they receive good individual support. Children in the Reception class develop confidence and independence through a good range of interesting activities. Their literacy skills are occasionally less secure when they start school, so more time is devoted to developing this aspect. This good start helps children achieve well and, by the end of the Reception Year, they attain above average standards. Good teaching ensures that pupils continue to achieve well in Years 1 to 6 and maintain their above average standards overall at Year 6. Standards are above average in English and mathematics, and markedly higher than in science, because the school has taken effective steps to improve provision in these two subjects. Teachers generally plan lessons well so that they meet the learning needs of most pupils.

The rate of progress is more rapid in Years 1 and 2, where teachers challenge pupils effectively through their individual targets. Pupils also make good progress in Years 3 to 6, but targets are not quite as demanding here as they are for younger pupils, particularly for the more able. In addition, while pupils in Years 3 to 6 have individual targets, they do not always have the guidance they need to help them improve their work effectively. Standards in science at Year 6 are broadly average, and not as high as English and mathematics because science has not been developed to the same degree as the other two subjects. In particular, pupils have too few opportunities to explore and extend their scientific investigation skills. In all other respects, however, the curriculum is at least good. There is an excellent range of additional activities, particularly in music and sport.

Good leadership and management have ensured that the strong academic performance noted in the last inspection report has been maintained. Leaders are largely accurate in evaluating the quality of the school's work, and there is a good capacity to make further improvements. The headteacher involves all staff and governors in evaluating the school's performance and identifying priorities for improvement. Pupils' progress is monitored rigorously and rapid interventions ensure most pupils achieve to their full potential. Subject leaders monitor teaching regularly, although they do not always measure the quality of learning in enough detail to ensure that all more able pupils achieve their very best. The school's contribution to community cohesion is satisfactory. It promotes excellent relationships with parents, the local community and nearby schools. Links to promote better relationships with communities that represent a range of ethnic and religious backgrounds are less well developed.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start in the Early Years Foundation Stage because teaching staff have high expectations of what the children can do. Attainment on entry to the Reception class is broadly as expected. However, a significant number of children lack confidence when they first start, so the nurturing of children's personal and social development is a high priority. As a result, they thrive in the supportive atmosphere, where routines are well established. In addition, they learn from older Year 1 pupils, who provide good role models. Care and welfare arrangements are excellent. Staff provide sensitive individual support for those who need extra guidance, and children ask for help confidently because of the trusting relationships they form with adults. Liaison with parents is very good and parents appreciate how well their children settle and how much they enjoy school, a typical comment being, 'My child loves school and always comes home happy.'

Leadership and management are good. Effective teamwork and regular assessments help staff identify how well children are doing and plan subsequent work to match their needs. Detailed planning ensures children have a good range of imaginative activities to explore and discover for themselves. The classrooms and outside areas are attractive and invite children to try out new ideas and ask questions. Children select from a good balance of adult-led activities and those they choose for themselves. They gain confidence and independence as they experience new situations. For example, they took very seriously their investigations to identify the right waterproof materials to build a den outside. They enjoy the challenge of working alongside the Year 1 pupils, and therefore often achieve more as a result. Staff guide children carefully and intervene with questions frequently. They check that every child tries everything and steer them gently towards activities that the children find more challenging, such as writing.

What the school should do to improve further

- Provide pupils with more opportunities to carry out investigations in science in order to increase achievement and raise standards in this subject.
- Ensure pupils in Years 3 to 6, particularly the more able, have challenging targets and provide them with the guidance they need to improve their work.
- Promote pupils' awareness and understanding of the richness and diversity of cultures and faiths in modern Britain, and the European and global communities.

Achievement and standards

Grade: 2

Good achievement is consistent throughout the school. Pupils who need extra help with their learning receive the support they need to also achieve well. Teachers know how much progress is expected of each pupil and plan work to help them make these gains. This approach is well developed in Year 1 and 2, while the level of challenge is not always quite as high in Years 3 to 6, especially for the more able. Nevertheless, standards are above average overall at Year 6, and particularly so in English and mathematics. Reading throughout is a strength because word-building skills are developed well. Standards in writing have improved as pupils now have more opportunities to write in subjects other than literacy. The action to improve pupils' problem-solving skills has helped to raise standards in mathematics. Standards in science are not as high as those in English and mathematics, because this subject has not been developed to the same degree in the last three years.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, and social development is outstanding and their cultural development is good. As part of the 'school family', they are highly motivated to take on responsibilities. The school council organises many charity events, and lunchtime 'buddies' ensure pupils play sensibly and safely. They understand very well the importance of working with others supportively. Pupils make an outstanding contribution to the community, particularly through the church, local festivals and other events. They have an excellent understanding of global issues, such as caring for the environment and recycling. They are confident that on the rare occasions that disagreements arise, these are sorted quickly. Their excellent understanding of following healthy lifestyles means that almost all select healthy lunch options and attend fitness activities that the school provides. Visits and visitors give them an excellent understanding of their own culture and traditions. Although pupils' understanding of the multicultural nature of British society is less well developed, pupils are very aware that differences should be valued and respected. They speak with kindness and concern about the importance of caring for others. They enjoy school, although a few say that occasionally their work is too easy. Their good achievement and excellent personal skills prepare them well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

In most lessons, teachers' expectations are high, learning is effective and achievement is good. Teachers organise lessons well and use teaching assistants to support individual pupils and small groups to good effect. They make valuable use of computer facilities to present information so that pupils learn successfully. Pupils are engaged by lively question and answer sessions and respond enthusiastically, especially when they can discuss ideas with work partners and so be more confident in their answers. Pupils enjoy activities that challenge them to think and they like practical tasks where they explore and discover for themselves. They know that learning is important, so always work hard to do their best. Improved assessment procedures provide teachers with detailed information regarding pupils' individual attainment and progress. In most lessons, teachers use this information well to plan teaching and learning. Occasionally, mainly in lessons in Years 3 to 6, the level of challenge is not always high enough, particularly for the more able. This also occurs, for example, in science, when teachers direct learning too much rather than allowing pupils to tackle new problems on their own.

Curriculum and other activities

Grade: 2

Care, guidance and support

Grade: 2

Leadership and management

Grade: 2

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

11 March 2009

Dear Pupils

Inspection of Packington Church of England Primary School, Ashby-de-la-Zouch, LE65 1WL

You may remember that two inspectors recently came to visit your school. Thank you for making us welcome and for talking to us about the things that you like about your school. We were impressed with your excellent behaviour and your interest in lessons. We particularly liked the way playground buddies look after the younger ones at lunchtimes. You are very kind to others, and care for people by raising so much money for many good causes. All of you who have specific jobs as school councillors and members of the Eco-committee carry out your duties very sensibly. You have an excellent understanding of how to stay safe, fit and healthy. You eat healthy food and attend many sports clubs at the school.

Yours is a good school. Your headteacher and all the other staff do a good job in making sure you achieve well. You work hard and do well in your work. Children get off to a good start in the Reception class and pupils in Year 6 are working at standards that are above the expected levels in English and mathematics.

The curriculum, that is all the things you learn about, is good and you have a great many opportunities to take part in, and learn interesting things through, residential visits, singing at church and working with your local community and other schools. Staff take excellent care of you and help you if you have any concerns.

Every school, even one as good as yours, has things that could be better. We have asked the school to give you more opportunities to carry out investigations in science so that you achieve higher standards in this subject. We would like your teachers to check more carefully that all of you, but especially those who could do harder work, have targets that really challenge you in all subjects. In addition, we have asked your school to provide more opportunities for you to explore and understand the different cultures, faiths and traditions of people who live in this country and in others.

You can help too by trying your best in all your lessons. Thank you again for being so helpful and friendly during our visit. We hope that you will all do well in the future.

Yours faithfully

Rajinder Harrison

Lead inspector